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ABSTRACT

All five issues of The Social Science Teacher are presented for 1976. They contain articles and resources for social science teaching on elementary and secondary levels in England. The February issue examines assessment of social science programs, the ideological potential of high school sociology, and an experimental program of "linkage" whereby students in two schools teach each other by exchanging learning packages. Articles in the April issue focus on social change and social control as goals of studying society, usefulness of traditional standard examinations for new social science curricula, and an experimental sociology program which studies community rights. The June and October issues are special editions on school textbooks and curriculum projects, and games and simulations, respectively. The November issue includes articles on cultural studies and values education, and on teaching the concept of role. Specific teaching strategies presented in the issues include development of individual learning folders, fairy tales as a social studies resource, a five-week course outline for teaching about deviance in behavior, and classroom activities for clarifying values. (AV)

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# THE SOCIAL SCIENCE TEACHER

Journal of the Association for the Teaching of the Social Sciences
Vol. 5 No. 2 Feb. 1976

## EDITORIAL

In line with the Executive's determination to offer a basic service to ATSS members, the Social Science Teacher is to have a new format. Finance permitting, it will in future appear six times per year. Each issue will be divided into five broad sections – articles, miscellaneous (including editorial and ATSS news), reviews, resources exchange, and briefings. These last two require a word of explanations. The resources exchange scheme (see page 33) is intended to provide a convenient means whereby social science teachers all over the country can have access to teacher-produced materials which they might find of use. It is hoped ultimately that hundreds of items will be made available in this way. The 'briefings' series is intended to go one step further, and provide a critical approach to the teaching of particular topics, the use of certain teaching strategies, and so forth.

The views expressed in The Social Science Teacher (other than editorial opinion) do not necessarily reflect the views of ATSS.

## Editorial Board

The Social Science Teacher is in future to be produced by three editorial teams, with a chairman of the editorial board acting as co-ordinator.

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# ATSS NEWS

## FIRST ATSS COUNCIL MEETS

The meeting held in September was attended by twenty people and reports suggest that it was a useful occasion. One of the functions of the Council is to bring together at least twice in the year all the people who in some way play an active part in ATSS and thus provide an opportunity for informal exchanges and a forum for debate of issues relating to the policy and organisation of ATSS. Although twenty does not constitute the sum of ATSS activists, it was a healthy start to the new body. The next meeting will be in Birmingham on Jan. 31st when the guest will be the Chairman of the Schools Council Social Science Committee.

## TONY MARKS, NEW VICE-CHAIRMAN

The September Council meeting elected Tony Marks as Vice-Chairman of ATSS. In his capacity as Chief Examiner for AEB A-level Sociology, Marco has for several years toured the country tirelessly (and fearlessly — he has several times penetrated beyond Watford) at the invitation of local ATSS groups. He has not infrequently provided the main attraction of the year. ATSS will be greatly strengthened by his election as Vice-Chairman.

## EASTER WITH BRUNER, SHIPMAN AND SUMNER

The brochure for next year's Easter course is now available. Jim Murphy and the Oxford Branch committee have put together what looks like being another attractive course. With Jerome Bruner, Marten Shipman and Hazel Sumner lined up we may really be faced with turning people away. The dates are April 20th — 24th.

The Executive Committee has given Chris Brown the go-ahead to organise a weekend residential conference at Walsall next September. The purpose of the conference is to bring together ATSS members to discuss common professional problems and to discuss in more detail than has been possible before, the objectives and activities of ATSS. The conference will include an extended AGM and an opportunity to debate ATSS policies in specific fields. The dates are Sept. 17th — 19th and Chris will be circulating more details shortly.

## TEACHER EDUCATION PANEL

The new constitution allows for the creation of Advisory panels which will concentrate on developing ATSS work in specific areas. The first such panel was set up at the September Council called the Teacher Education Panel, its object is to provide support, in the form of meetings and materials for new teachers just starting to teach social science. The basis of its organisation will be social science method courses in universities and colleges around the country and the panel itself will be comprised largely of tutors. The Panel was the idea of Jean Jones of the London Inst. of Education and Jean is the first Chairman of the Panel. Chris Farley, the Panel Liaison Officer hopes to have other Panels working by the new year; high on the list of priorities are Sociology and Environmental Education.

## RESEARCH

The Research Committee is going ahead with a pilot scheme for an investigation into the pattern of social science/social studies teaching in schools and colleges. The pilot study will be in the West Midlands.

## BIRTH AND REBIRTH

A revival of ATSS activities in London now seems likely. A group of members including Peter North, Sally Inman and David Woodman are hoping to establish the London Branch on a new geographical basis in the near future. In both Surrey and Sussex there are moves to start local activity. The Executive Committee have given provisional recognition to Avon and

West Yorkshire as branches and East Anglia hope to tread the same path very shortly. Roger Gomm also hopes to have a branch in Herts. and Beds. very shortly.

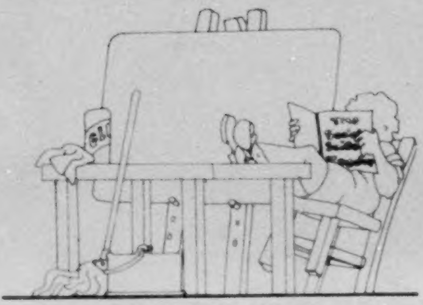
## DISCRIMINATION AGAINST SOCIAL SCIENCE TEACHERS

At the ATSS Executive meeting on 11th October, 1975, concern was expressed at the possibility that the teaching of social science might be turned into a scapegoat for the various troubles thought by some to be plaguing the education system. The situation at the Polytechnic of North.London, which had involved the condemnation of both sociology and sociologists, was cited as an example. But many committee members were also aware of the caution with which certain topics and perspectives, e.g. social class and Marxism, often of central importance to a course, had to be approached within the school setting, and of the latent hostility and misunderstanding with which sociology, politics, anthropology and other social sciences were sometimes received by people in authority. As a result a certain tension could exist between the intellectual integrity and the self-interest of many social science teachers, a tension occasionally surfacing in overt confrontation with the establishment.

Committee members felt strongly that they should ally themselves with fellow social science teachers whose right to academic freedom could be threatened. They would, therefore, like to hear from any teacher who feels that he has been unfairly treated in respect of his social science teaching. They would hope to examine any case brought to their attention and, if it were thought to merit support, to use the admittedly limited means at their disposal to right any injustice, believing it to be a matter of importance not just to the individual, but to social science teachers generally.

## SOCIOLOGICAL THOUGHT FOR THE MONTH

"My own life is an episode in the externally factitious stream of time".
— Berger and Luckman,
The Social Construction of Reality
P.41.



# ARTICLES

## THE FUTURE OF THE ASSESSMENT OF SOCIAL SCIENCE AT 16+ — by Helen Reynolds

The Background

The role of assessment in education has usually been complicated by economic, political, institutional and other considerations. Assessment itself in its variety of forms has frequently inhibited what many would consider to be desirable educational objectives. It is now of some importance that the role of Assessment be reconsidered particularly in the light of new curriculum developments in the social sciences and proposed changes in the examination structure.

Much of the material for this paper was produced jointly by members of the Schools Council Working Party for an Integrated Social Sciences Syllabus at 'N' and 'F' level. The group is working from the JPALSE Social Science proposals and any form of assessment devised in this context must be compatable with objectives expressed in those proposals.

It should be noted that the views and suggestions advanced here are in no way a final statement from the working party whose discussions will continue into 1976. This paper merely reflects some of the thinking which has emerged so far.

It must also be appreciated that the discussion of assessment here is not intended to be particularly radical. There are however, trends in Europe which would suggest a movement towards the view that formal, standardised and nationally validated assessment of the traditional kind is no longer viable. However, given practical constraints within the present structure in Britain, the most that can be realistically anticipated at present, are modifications in emphasis and an increase in the variety of assessment and certification.

## The Nature of Assessment

A number of purposes or reasons for assessment can be distinguished. Conventionally, it is designed to motivate pupils and fulfill the function of occupational and social placement. Although undeclared and rarely reflected upon, it is also used as a method of pupil control. Somewhat less emphasis is placed on its role in diagnosis, in the general intellectual development of the individual and the monitoring of development within the subject. Any modified form of assessment would ideally place considerable emphasis on the latter.

While many courses are noticeably weak in the identification of objectives, nevertheless the assessment utilised is assumed to have indicated the extent to which those objectives have been achieved. It is hardly surprising that present form of assessment tend to concentrate on relatively easily measurable abilities and skills. Much emphasis is placed on the acquisition of factual knowledge and concrete skills. This takes no account of the development of the individual and his ability to assess his own progress. What is assessed tends to limit what is learned. The student is unlikely to develop the capacity for self directed work. Equally, the types of certificates and grades awarded give no indication of skills, knowledge and abilities acquired. A grade is assumed by many to be representative of an objective standard which is nationally valid. The fact that this is an unjustified assumption may be emphasised by taking a look at the range of syllabi in any subject, the range of examination questions and the varying requirements of different examination boards.

Present methods of assessment are based mainly on norm referencing where a proportion must fail, and certification. Alternatives include: (a) Criterion referencing where all can pass since Criteria are declared, and certification. (b) Personal profiles where the certificate states scores on a series of criterion-based tests.

Assessment in Britain has had a number of consequences. Many students develop an entirely instrumental approach to their education becoming alienated from the learning process if not "cooled out" of the system altogether. Many teachers and students become involved in entirely examination oriented games based on question spotting and E.S.P., or "reading the examiners mind". The present examination system makes survival in terms of pass rates the main concern of many in educational institutions. There is also a strong trend towards believing that what can be measured by formal assessment is educationally valid while those which cannot are unimportant.

## Assessment and the Objectives of Social Science Teaching

Implicit in the above are many assumptions concerning the nature of education and learning in the social sciences in particular. It is impossible here to give adequate consideration to the problem. I intend to examine these assumptions about objectives in relation to the JPALSE proposals referred to as they relate closely to new forms of assessment.

Coupled to these proposals (often referred to as "the blue document") are a number of ideas concerning ways of learning about the social world.

The main emphasis is placed firstly on a student-centred approach. The present system encourages teacher dependence, rote learning and emphasis on student control. A student-centred approach would involve co-operation between teacher and student in the choice of subject matter, learning procedures and assessment.

Secondly, the use of practical experiences is advocated on a number of levels, the emphasis being on the use to which such experience is put. The idea of "doing social science" as a way of learning is central to the objectives of the cause.

Thirdly, a network approach to content is suggested on the basis that it introduces the "how" into "what" is learned. In addition it is conducive to a student centered approach. Here, the content would arise from the co-operative work of individuals and groups and would vary accordingly. Such an approach would require a question-based frame of reference rather than an attempt to define and study specific unlinked subject areas. The question-based approach would not only consider theoretical areas but would inevitably involve methodological issues e.g. "who am I?" "How do I know?" "How do I find out?".

The student would also be expected to
(a) be able to gather, record and handle data appropriately.
(b) evaluate data in terms of existing theoretical and methodological frameworks and determine its relevance and

limitations.

(c) to develop the ability to demonstrate his skills in a variety of ways, to utilise the above in his evaluation of social phenomena and types of explanations currently offered in society.

The above represents a departure from the traditional syllabus in that it is flexible and would be created by students and teachers in the ongoing learning process. As such, conventional forms of assessment would not only be inappropriate but undesirable. It would be useful to adopt the working definition of assessment formulated by R. Meighan in previous discussion papers.

"Assessment is the collecting of information on which to base judgements about learning experiences."

In order to accommodate the objectives described above, any form of assessment would have to be (a) continuous (b) in a number of formats (c) given a range of certification where necessary.

Below is a brief consideration of ways of evaluating learning experiences relevant to these objectives. The role of examining boards in this context is discussed later.

### Evaluation of Learning Experiences

Initially, some thought would have to be given by all participants in the learning situation as to the meaning of assessment and its role within their specific situation. This in itself should result in some investigation of the methodological problems, issues, priorities and procedures discussed.

Implicit in the course is some form of outgoing self/group assessment. This can provide the basis for decisions about the direction of the learning process and enable some monitoring of individual progress.

Techniques might include tape recordings of individual/group work over a period of time including regular evaluations of the exercise and decision making. Similarly video tape could be used. This could also provide the foundation for social research on a small group basis. It would be hoped that a more co-operative involvement of students and teachers would be encouraged by this approach. The course would be under continuous scrutiny and would be adapted to the requirements of individuals and groups. Students would have greater control over both their learning and its assessment.

Other techniques might include the keeping of a diary and/or individual folder of work which would include periodic evaluations, self and group assessments so that a profile of the individual might be constructed. It follows that a much greater variety of work could be submitted for assessment purposes.

### Criteria of Assessment

With this form of evaluation the crucial question centres on the criteria on which the assessment is to be based. This raises the question "what is social science?" but for the purposes of this paper and the working party, existing definitions are accepted as some basis on which to work. However, such conventional definitions have usually some areas in common. There appears to be some agreement that social science involves:

(1) A consideration of subject matter — the social world.

(2) An approach or methodology that is social scientific.

(3) An understanding of the historical development of social science and the link between social circumstances and the generation of ideas.

While objectives and these criteria have not been fully discussed, assessment would involve the student acquiring proficiency in the above areas, both in the knowledge embodied in social science and in "doing social science." In other words the student would be expected to develop skills and be able to demonstrate the social science approach relating to the above.

Problems raised by this approach include (1) the weighting of skills and abilities, and values implicit in such an exercise. (2) the question of specialisation within a social science framework (3) the incorporation of the above into a grading and certification system. While (1) and (2) have still to be discussed in detail some progress has been made on (3)

### The Assessment of Social Sciences at 'N' and 'F' Level

Of some significance will be the ways in which 'N' and 'F' levels are to be distinguished. In the view of those who have worked on this question it is not advisable to state that the criteria for distinction would be intrinsically different skills and abilities.

In terms of social science teaching 'N' and 'F' level courses would run concurrently.

### 'N' Level

At this level a student would be expected to display proficiency in the social sciences. The weighting of skills and abilities might provide the basis for some form of grading system where stipulated by the examining board.

### 'F' Level

Given external constraints 'F' level would probably be externally assessed and certificated on a norm referencing basis. 'F' level students, it is to be hoped, would be able to present work in a number of different formats for assessment.

Given that assessment at 'N' level requires flexibility, a range of assessments and certificates could be provided. The following are suggestions as to the form this might take:

(1) In all cases the course and assessment would be devised by teachers and students.

### Alternatives at 'N' Level

(a) Course and assessment moderated by the Board. Criterion assessed by the school and Board certificated.

(b) Criterion assessed by school and school certificated.

(c) Criterion assessed by individual. Individual retains folio of work for inspection. No certification.

(2) 'N' level certificates would contain more information indicating course and content followed, skills acquired, and include a record of evaluations and assessments.

(3) The Examining Board would develop its role as moderator and consultant and greater contact and consultation regarding assessment and the choice of moderator should exist between the Board and educational institutions.

This form of curriculum development and assessment procedure would necessitate the availability of a wide variety of resources with the possibility of a group of schools and/or colleges developing the course, sharing expertise and resources.

### Concluding Remarks

In this brief overview of developments concerning assessment at 16+ it will be apparent that many issues need further discussion and clarification. It should be emphasised again that the comments and suggestions above are as yet tentative and subject to debate.

However, those who have worked on these discussion points have attempted, in devising the assessment procedure outlined, to maintain the spirit and objectives of the curriculum proposals to which the group is working.

Discussion of assessment procedures, their nature and objectives is necessary particularly at this stage in order to clarify educational and social science objectives, and ensure that criteria for assessment are relevant to the kinds of learning situations such proposals are intended to develop.

### References

(1) The Joint Project for Advanced Level Syllabuses and Examinations: Social Sciences Advanced Syllabuses. (J.M.B. and University of Birmingham).

(2) Unpublished discussion papers prepared for Schools Council Working Party for social sciences at 'N' and 'F' level.

(a) Assessment — R. Meighan
F. Reeves
H. Reynolds

(b) Criteria of Assessment — S. Dickinson
L. Darbyshire

(c) What is Social Science?
— L. Darbyshire
F. Reeves

# 'MILDLY RADICAL' SOCIOLOGY?

## The ideological potential of school sociology

by Frank Reeves

> "Mr. Anthony Marks, senior examiner for GCE A level sociology with the Associated Examining Board, says that sociology as taught is "often mildly radical" but whether it breeds subversion or conformity depends on how it is taught".[1]

> "It is understandable that sociologists want to be associated with the changing of society but they choose the wrong method of producing social change."[2]

We might gain an insight into the ideological potential of social science, if we view it as the wiring diagram for an electric chair, in the construction of which the victim awaiting execution is actively involved. It is not beyond the realms of possibility that the doomed man will seek to alter both the diagram and the wiring itself.

Some writers might be reassured by such analogies, but in attempting a definition of 'ideology', nothing but uncertainty should be felt. If I were to devote the space (that I think it deserves) to a discussion of ideology, the article I intend to write would not be written. Consequently, I shall severely limit my remarks and proceed on the basis of what I regard as inadequate formulations.

The term 'ideology' has a number of implications, it may refer (1) to any set of ideas that is in some way systematised (a belief system), or (2) to a set of ideas that has an identifiable social function, or (3) to a set of ideas that inadequately reflects the natural or social world as it is supposed to exist objectively. The first view separates the systematised nature of some beleifs from unsystematised beliefs, the second separates beliefs that have a primary legitimating function in maintaining, or changing, social relationships from others that play a less active role, the third separates beliefs that are a 'distorted' reflection (ideology) of what actually is the case from those (cognitive beliefs, science) that are considered a more accurate reflection of reality. These views are often closely related in three commonly held positions that people adopt in discussing ideology. I shall distinguish three positions: the conservative, liberal and Marxist and variants of them.

The conservative will not recognise ideology in his own beliefs, but only in those of others who pose a challenge to his taken-for-granted world. When such a challenge occurs, he will recognise idealogy as having a social function of motivating or stabilising groups of people. Often, however, he will identify ideology solely as activist belief, in some way subversive of the social order. As his consciousness of the social order is seen as an accurate reflection if not only how things are, but how they ought to be, beliefs that reflect the social order in any way other than that of established convention, will be regarded as false and 'ideological.'

The liberal also will tend see ideology as having a social function of motivating or stabilising groups of people. But he will regard all beliefs as having some social function. One approach, then, will be to regard all beliefs as ideological. But are there not some beliefs that are more reliable than others — scientific beliefs, for example? At this juncture, he may wish to reserve the term 'ideology' for non-scientific beliefs, or alternatively, to argue that what is scientific is not easy to identify, or that even scientific beliefs may distort reality. The sophisticated, 'paradigm' view of the development of science, provided by T.S. Kuhn, where the replacement 'paradigms' in scientific revolutions is regarded as being governed by factors other than observation of reality and rational argument, would serve as an example of this last stance. From a less theoretical liberal standpoint, however, what really is the case, as opposedto what is ideological distortion, can be discovered by, in some way, developing a detachment from the social pressures that make beliefs ideological. The uncommitted person, the person without an obvious vested interest, is thus able to discover and avoid ideology, and to work out for himself the nature of reality.

The Marxist uses 'ideology', in a broad sense, to mean any set of beliefs that legitimates some social practice or interest, or, in a more limited sense, to mean a set of beliefs that as a result of its legitimating function offers a distorted reflection of reality. No person can stand apart from society in order to discover the 'real' truth. Reality can only be discovered by understanding the nature of the relationships between the 'social subject' and 'object'. First, there are the relationships formed between man and the natural or social object, existing as an object of transformation. Here, if the practice of transformation is to be successful, objective knowledge of the object is required. Second, there are the relations formed between one man and another, resulting from the particular mode of production by which they live. Ideology will come into existence to justify this relationship. For man to exercise purposeful influence on nature or social life, there is a need for objective knowledge. At the same time, however, mankind always exists in definite relations of production, a framework of social relations that must be established or changed, depending on the interests of the social subject (society, class, or group). These considerations give rise to two tendencies: the cognitive (scientific), and the ideological. The cognitive (scientific) is determined by man's need to effectively relate to his environment, leading to the growth of objective knowledge about nature and society, whereas the ideological is determined by man's need to establish, or change, a particular pattern of social relations. Sometimes, these tendencies may coincide and the distinction between them will be one of theoretical analysis. But in an antagonistic class society, the position in which the classes find themselves will exert an influence on human beings' comprehension of their social existence. The struggle between the classes will result in a need for substantiation and justification of class interest leading to ideological distortion of the objective situation. But, for practical purposes, how can the cognitive and ideological be distinguished? One must first understand the historical development of social relations and align oneself with the emergent social classes, for whom successful transformation and, therefore, objective knowledge is imperative. But does this not imply that ideological commitment (justified in terms of a social analysis of the class structure and movements within it) is logically prior to being able to distinguish the cognitive from the distortion of ideology?

Despite obvious theoretical difficulties, I shall tend in the following pages to adhere most closely to a Marxist definition of 'ideology'. How then are sociology and ideology related?

Sociology, of course, is both an activity of sociologists and a body of knowledge (some would prefer the term 'belief'), existing mainly in written form. Criticism of the ideological nature of sociology usually makes little distinction between the two, because the product is regarded as embodying the activity.

Sociology and the use to which it is put are also theoretically distinguishable, but there is a relationship between them, as there is between all sciences and the consequences of their application. For example, the theoretical advances in atomic physics might not have been as rapid without the goal of winning a war, and without atomic physics there would have been no atom bomb. Similarly, social scientific study of industry may not have developed so rapidly without the wish to make a profit, and without social science, measured-day-rate may have taken a little longer to introduce.

But this relationship does not automatically make atomic physics or social science ideological in the non-objective sense. The use to which knowledge is put should not by itself lead to doubts as to its veracity. Military strategists will want to have as much objective information as possible about the battle-field, if a battle is to be won. If, however, benefits accrue, or are thought to accrue, to a particular social group, as a result of certain social arrangements, it is unlikely to formulate a view of the world — of nature, or of society — that justifies a renunciation of its advantages: indeed any attempt will be strongly resisted, even in the field of the physical sciences, as is borne witness to by Galileo's famous recantation.

'Sociology' may be defined in terms of the criteria of class membership (connotation), and as the totality of phenomena to which the term 'sociology' is applied (denotation). Sociology's scientific nature, and its attempt to grasp the "interplay of man and society, of biography and history, of self and world,"[3] as C. Wright Mills put it, are usually advanced as the criteria of class membership, together with some indication of the sociological tradition(s) within which individuals have worked. But concealed within the business of defining 'sociology' is the problem of distinguishing conventional meaning — it possesses, as a result of existing convention (connotation), and from all the items that just so happen to have acquired the label 'sociology' (denotation) — from the theoretical definition, involving attempts to formulate a theoretically adequate characterisation of the phenomenon to which the term applies. In other words, social philosophers are not only concerned with what sociology is but with what it ought to be. This distinction has relevance, for if 'sociology' is theoretically defined as cognitive (scientific) and non-ideological (in the sense of not being out-of-step with the cognitive), it cannot, by definition, be ideological. Any sociological manuscript that contains ideological passages will accordingly cease to be sociological at the point at which they occur, because 'sociology *ought not* to be ideological'. But if we look at some of the actual material that has, at some time or other, been called 'sociology', the situation is entirely different. In this case, there is no contradiction in claiming that existing sociological texts contain ideology, or indeed, that (in the theoretical sense) they are 'unsociological'. *Actual* sociology can be *theoretically* unsociological.

But what degree of scientificity and consciousness of the traditional problems of sociology must a text reveal before we are inclined to call it 'sociology'. Clearly, the borderline case is a matter of opinion. Some academics have been known to question even the possibility of teaching a school subject called 'sociology'. And of course, it is no accident that when referring to the social knowledge taught in schools, the term 'social studies' is often preferred to 'sociology'. This choice of terminology not only indicates a feeling that social-scientific rigour is lacking, but that the body of knowledge in question is being assaulted by social strata and institutions in some way 'alien' to its aims. Indeed, a widespread belief exists among many sociologists that *university sociology* is the real thing and that everything else is just a watered-down version of it. Their problem now becomes that of deciding at what stage in the dilution process the wine becomes merely water.

If objective knowledge is of importance and is potentially subversive of the social order, it may prove useful for it to be confined to certain privileged social strata. Examples of this phenomenon are to be found in the most unexpected places. One book about Fungi describes their properties in meticulous detail, but leaves out all mention of the psychotropic effects of the Fly Agaric, presumably in the fear that the irresponsible reader might engage in dangerous experimentation. A stratification theory of knowledge, developing the notions of ownership of, and restriction of access to, knowledge, has been outlined by M.F. Young.[4] It applies plausibly to sociology.

Social studies syllabuses for example, are usually criticised for their low level of generalisation, their content of prescriptive material, their neglect of scientific method, and their failure to distinguish between the different social sciences. (Unfortunately, this last is a major factor militating against the development of interdisciptinary social science.) What we are also witnessing here, however, is a fracture of social knowledge on class lines, and the assumption "that some kinds and areas of knowledge are much more worthwhile than others".[5] But, of course, some kinds of knowledge *are* more worthwhile than others, certainly in terms of their ability to transform the world. A cognitive scientific understanding of society is of far more value in the respect than an ideological one, and this, of course, accounts for much of the difference between university sociology, school sociology and social studies for the lower streams. In particular, social studies is 'social', primarily in the sense in which 'social' is the opposite of 'unsocial'. One of its functions would appear to be the ideological control of manual workers.

But even at university level, sociology has been accused of assuming an ideology function within the context of Western capitalist society. Alvin Gouldner, in *The Coming Crisis of Western Sociology,* attempts the ambitious task of outlining "the historical development of sociology's shared infrastructures, its intellectual and social organisation, its differentiation and sponsorship by different nations and social classes, the division of intellectual labour in which sociology has taken a part, and the historical periods or stages in which these structures crystallized or changed".[6] Gouldner is, of course, concerned mainly with sociology, but he throws light not only on the nature of sociology, but on social science itself, by examining sociology's historical separation from other branches of knowledge, such as economics and anthropology.

Gouldner distinguishes four major periods in the development of 'Western' sociology: Sociological Positivism (early 19th century – Saint Simon and Comte), Marxism (middle 19th century – an effort to transcend German idealism and relate it to French socialism and English economics), Classical Sociology (early 20th century – an attempt to accommodate the two earlier stages and also to develop solid scholarly research – Weber, Durkheim, Pareto), and Parsonsian Structural Functionalism (early 1930's – found in the work of Talcott Parsons, Kingsley Davis, etc.) He goes on to claim that in its beginnings in nineteenth century Positivism, sociology was a counterbalance to the requirements of an individualistic utilitarian culture, emphasising "the importance of 'social' needs neglected by, and required to resolve the tensions generated by a society that focused on individual utility. It was a theory to cover what had been left out." Sociology could be regarded as a residual science. Furthermore, it became concerned with 'collective utility' in contrast to 'individual utility' — a counter-balance to the philosophy of laisser faire. Gouldner also has some interesting things to say about the "extrusion of the economic from the social." Sociology, he claims, has concerned itself with the problem of social order — with social integration — and in this respect, is concerned with society as a whole, but only with a dimension of the totality of social intercourse because "society has been parcelled out analytically, among the various social sciences. From this analytic standpoint, sociology is indeed concerned wirh social systems or society as a 'whole' but only insofar as it is a social whole." There exists, according to Gouldner, no general social science, but only a set of unintegrated and specialised social sciences. As a specific example, he points out that sociology implies "that the problem of social order may be solved, practically and intellectually, without clarifying and focusing on the problem of scarcity, with which economics is so centrally concerned . . . . Sociology focuses upon the non-economic sources of social order."[6]

Gouldner claims that the present form of sociology arose after the French Revolution as an attempt to resolve the conflicts between the restored nobility and the middle class. Confusion existed over which group was in control, and traditional religion had lost much of its integrative power as a result of its identification with the older social order. At the same time, science's relationship with industry increased in practical importance and gave it social prestige.

We are not in a position to go any further into this vast area, but perhaps I can make a few general points about social science's close historical relationship with the development of the capitalist mode of production. Capitalism was partly brought about by the large-scale application of scientific ideas to the development of the forces of production. It is not surprising that simultaneously the idea would be generated that scientific method was equally applicable to the realm of the social relations of production. But although under capitalism this conscious application of science to the 'social' was regarded as possible, the class nature of capitalism rendered it incapable (in most circumstances) of perceiving, let alone carrying out, the large-scale social, as opposed to civil engineering the social system demanded.

If Gouldner is correct in his arguments a number of conclusions follow. First, social science is not only stratified but has been pillared — fragmented diagonally in the process of its genesis. The distinctions between sociology, economics, politics and anthropology, in as much as they do not derive from 'natural' divisions in the social world, have an ideological significance that will limit the explanatory power of each subject. (As we all know, the detective who discovers only part of the story, even if that part is true, is unlikely to solve his case.) This has been increasingly recognised, but the divisions are still being reproduced at university and school level.

Second, the concern of sociology with social order and social integration makes it a particularly suitable candidate for ideological distortion of the organic functionalist kind.

Third, the fact that sociology is a child of positivism, and of the bourgeoisie's commitment to scientific method, gives it a radical stance in relationship to some aspects of school organisation, as well as to elements in the formal curriculum. It is often, frankly 'Benthamite' in its approach to apparently functionless institutions and norms, to Fundamentalist religious beliefs, and to a good deal of folklore and prejudice. And, in emphasising the cultural flexibility of mankind, it challenges the permanency of social arrangements that are currently justified in terms of 'human nature.'

If Gouldner's account indicates the possibilities for ideological influences within the academic discipline of sociology as practised in the universities, it is easy to forecast that the occurrence of ideological manifestations in the education of the 'common folk' will be even greater. An element of 'risk' can be tolerated among the intelligentsia and even Jacka, Cox and Marks, the authors of Rape of Reason, (subtitled The Corruption of the Polytechnic of North London), allow that in a polytechnic the "doctrines of Marx", "as of any other important thinker," may be discussed "with care"7!

But they warn us, even in a polytechnic, there are people at risk from "an amalgam of relativism (read Social Constructionism or Phenomenology) and Marxism,"[8] and "Few indeed are the students who have the courage, knowledge and intelligence to stand up against it."[9] Then what sociology should the students be taught? If these two major sociological traditions are to be drastically pruned, or eliminated altogether, there remains only Structual Functionalism, until very recently the hardy perennial of university, college, and school courses. It is not difficult to understand the reason for this, as there appears to be little difference between the school hymn that assured the student (until recently) that God had made him high or lowly, and the Parsonsian emphasis on the integrative, supportive part played by stratification in the social system. But every good sociologist will be aware that there is more to functionalism than this.

There are, of course, two tactics for handling the dangers arising from a sociological education. The first is to censor the material, allowing only peripheral mention of the subversive hazards the policy that Jacka, Cox and Marks would seem to be recommending. The second, and more sophisticated tactic (because it does not offend against traditional perquisites such as academic freedom), is to prevent sociology falling into the wrong hands, much in the way that only daddy is allowed to let off the bangers on Bonfire Night, or the adult male to read pornography. This is the line taken by Bryan Wilson in Black Paper One.

> "The distinctive values of the university were in the past the basis for the social control, and the self-control of students, but these values have been rapidly eroded since the war . . . More has meant worse. This has not been so much a matter of admitting people with less intellectual capacity, but of admitting people who were less committed, had less self control and who were less adequately socialised for the university experience . . . Many of those who have been prominent in recent disturbances in Britain, as elsewhere, have been junior lecturers and students in sociology, a subject that has grown at a rate unprecedented for any discipline in British academic history . . ."[10]

If sociology is regarded with such great suspicion even in higher education, why has it been allowed to escape into the schools and colleges of Further Education? Such a question would require thorough study and research, but it is likely to be related to organisational changes in the education system, and to wider social factors, such as the need to generate a social cohesion based on 'industrial rationalism'. Industry in the 1960's, for example, attributed its labour problems not to conflict of interest, but to the breakdown of communication between worker and management, caused by the unforeseeable innovations of technology. As a consequence, it would seem useful for the schools to teach that parts of industrial society fitted together to form a smooth-running machine of magnificent complexity and unrivalled opportunity. GCE sociology and social studies might be able to perform a useful informative function and relieve those unfortunate, delinquent signs of social misunderstanding among young people.

Be this as it may, sociology as such, has been a comparatively recent innovation in the school and college(AEB O level Elements of Sociology, 1967; AEB O level Sociology 1972; AEBA level sociology, 1965), and is still mainly confined to the GCE groups. Furthermore, the sociology that is learnt in schools has passed through a complex filtration process, analogous to the processes of a sewage works. By the time it reaches the student, through the filter beds of various committees, examination board, school council, publishing houses, headmaster, head of department, and teacher, it is likely to have been cleansed of its most interesting radical pollutants. With the notable exception of the new JMB sociology (which requires a special attention that cannot be afforded it here), there is little to choose between the GCE boards' currently available syllabuses. They are all remarkably similar in their formal structural functionalist outlines, but to alleviate the anxiety of sociology teachers, it is made known to those who take the trouble to find out, that the students who reveal a knowledge of other 'perspectives' will not be penalised. Unfortunately, the teacher is not usually in a position to test this assertion for himself, and the sensible student will be too wary to find out at his own expense.

What, in fact, goes to make up the sociology curriculum, as taught in the school, will depend on a variety of factors, including the syllabus as laid down, the text books, and other curricular material available, the personal preferences and knowledge of the teacher (not forgetting the institutional restraints upon him), and the nature of the student group, real, or attributed. The ideological content of school sociology is produced in two ways: positively, by what is admitted, and negatively, by what is omitted.

For example, when the concept of 'role' is examined society is too often pictured as a series of moulds into which we are poured at birth. The moulds are given and are not created by collective human endeavour. An icon showing the social system as a matrix of pre-determined roles may inspire the student to awed worship rather than to the sacrilegious task of seeing through "the facades of social structures" as Berger so aptly puts it. In addition, the historical dimension of social behaviour is frequently neglected or played down, again giving the impression, however unintentional, that present arrangements are unalterable. Existing society is treated by implication as the final stage in an evolutionary sequence. Also, as Gouldner suggested, sociology remains the residual element left, after economics has been removed. Failure to emphasise the economic dimension is underscored by the fact that work and the business of maintaining living standards is the central preoccupation of most human beings, for most of their lives. It is true, of course, that the sociology student learns about political behaviour,voting patterns, and pressure groups, but there is little attempt to explore the link between important economic determining factors and politics.

Bearing in mind the claims of sociology in schools to be relevant, and to provide an understanding of the students world, a number of topics seem to be missing. Is there a sociology curriculum that includes the basics of inflation (no, of course, that's economics), the topics of trade union militancy, racism in South Africa, and black, gay, and women's liberation movements? Marriage and the family are given prominence in many courses, but scarcely any provision is made for a discussion of human sexuality, and the plurality of the sexual universe is not exactly stressed. Is it the school's duty not to call the 'monolithic' character of 'our basic social unit' into question? Obeisance is also made to social conventions on, for example, drugtaking. Drugtaking is commonly discussed in the context of the topic 'deviancy', but the cultural relativity of acceptable drugs (alcohol and tobacco), and the unacceptable (marijuana) is unsatisfactorily explored. And as a final point in the list of omissions, many teachers are anxious to add an anthropological dimension to their sociology and to include material about other cultures. But colonisation, exploitation, and imperialism, by far the most far-reaching and common factors in the experience of African, Asian and Latin American peoples, are seldom mentioned.

It may, of course, be argued that it is not the substance of sociology that is in question, but the selection that is made from the totality of sociological material. The difficulty here, is that there is always a differential access to the material, even at university level. Much of university teaching, such as the frequent orientation lecture with copious reading lists, consists of guidance in how to select, but the principles on which selection takes place are rarely stated. At the level of the school, sociological material that students find comprehensible, easy to read, and stimulating is in short supply, and other criteria of selectivity (apart from whether the ex-senior examiner wrote the book) cannot be easily satisfied. Sociology, at all levels, is always plagued by what can best be called the 'ideological problem', but some choice of perspective usually exists in the university context. In the school, however, this choice will be severely circumscribed.

Apart from, but related to, perspectival problems, most sociologists will be able to recognise in school sociology text-books a wide variety of dubious statements masquerading — at least for the student — as 'sociological facts' and legitimated by the status of the printed word. A quick glance through the texts reveals.

> ". . . . But most industrial societies have substantially reduced the autonomy of the economic system, and the traditional labels of 'capitalist' and 'socialist' are no longer particularly useful for characterising such economies." (S. Cotgrove, The Science of Society, p. 120.)

> "Those of us who have seen films of young Chinese children singing 'nursery rhymes' about American imperialist murderers, or who have been appalled by the use of military force to quell the Hungarians' and Czechoslavakians' desire for a more liberal system may question Russell's apparent belief that capitalist and communist countries

> differ little from each other in the use they make of their educational systems for purposes of producing consensus of opinion amongst their members." (E. Wilkins, *Introduction to Sociology*. p. 234)

> "Associations cannot call strikes in the way trade unions do. The NUT has never called a national strike. In recent years, there has from time to time been great pressure to do so over the question of salaries, but professional duty towards the children has overcome the desire to use unprofessional conduct . . . as has been indicated, the strike undoubtedly is unprofessional in that it harms the interests of the children." (P.W. Musgrave, *The Sociology of Education*, p. 213.)

But perhaps the most disturbing, in terms of the latent racism displayed in its clumsy attempt to excuse 'coloured men' for their 'sexual *adventures*', (my italics) is this passage:

> "The sexual adventures of coloured men who live in a strange society with far too few of their own women-folk may be looked upon as a sign of their general 'sexiness', although it is not uncommon for any group of men in a similar situation to behave in this way." (E. Wilkins, *Introduction to Sociology*, p. 341.)

There is a difference between the message and its effect upon the recipient. However ideological the content of sociology, its complicated relationship with the individual and his subsequent behaviour has nowhere been adequately explored. But an attitude towards what the nature of the relationship ought to be appears to be present in academic circles. The acceptable theoretical distinction between fact and value statements is developed into the creed that information, and the individual's behaviour, directed towards achieving a goal, should in some way be kept distinct. What a person learns is tentative and should not be acted upon lightly, if at all. The stance can best be preserved if the objects under study is not of direct and immediate importance to the subject doing the studying. The sociologist is expected to view himself as a detached observer of society and, in order to do this, he will be in the habit of studying others, rather than himself. In the past, he has gone abroad to see how the natives lived, but now, he studies the 'other half' on his own doorstep or, more likely, ten miles down the road. In sociology teaching, there is a considerable resistance to allowing the student to apply the theoretical perspectives that he acquires from sociology to his own immediate situation, such as the school or local factory. For, example, many headmasters would disapprove of a project aiming to correlate membership of socio-economic category, or skin colour, with streaming in the school. It is other people's 'life chances' that get studied, never one's own.

The identification of the precise nature of the school's sociological message is no easy task. Philip Jackson has drawn attention to the 'two curriculums' of the school and classroom.[11] Educationalists have traditionally noticed only the official curriculum, which is described in prospectuses, syllabuses, text books and teaching materials. The other curriculum "might be described as unofficial or perhaps hidden," and consists of "rules, regulations, and routines, of things teachers must learn if they are to make their way with minimum pain in the social institution called the school." Teacher and students rarely recognise the 'hidden' curriculum as a significant part of the life of the school and, in this sense, its existence is unintentional. Neil Postman highlights the importance of taking into account the 'hidden' curriculum, when he satirises the ideals of education by drawing up a list of what he thinks is actually imparted in the classroom. Among them are:

> "Passive acceptance is a more desirable response to ideas than active criticism. . . . Discovering knowledge is beyond the power of students and is in any case, none of their business. . . . The voice of authority is to be trusted and valued more than independent judgement. . . "[12]

Biber and Minuchin's comparison of the effects of different school environments on children's development would seem to indicate that there is a connection, however tenuous, between the authority structure of the school and the children's social themselves as having to fit into already-determined social positions, while on the other hand, a 'modern' school environment may produce people who wish to mould social positions around their own needs and aspirations[13]. The parallel between these views and theoretical perspectives in the social sciences is obvious.

Although there is little empirical evidence to justify the claim, it would not seem unreasonable to hypothesise that certain school and classroom environments may be conducive to the adoption by the students of one sociological perspective in preference to another. It may also be the case that when there is congruence between the two curricula, the teaching of the formal sociology curriculum will be facilitated, and conversely, when there is incongruence, it will not. By 'congruence', I am referring to the comparative similarity of the two messages transmitted in the classroom. To put the matter colloquially, is the teacher (including the sum-total of the teacher's actions in classroom and school environment)practising what he preaches?

In most situations, the teacher and student will not be conscious of the relationship between the two curricula, but occasionally, the following kind of exchange will take place in a classroom discussion, in this case, about democracy:

> "Sir, do you believe in democracy?"
> "Yes, of course."
> "Then why don't you let us take a vote on whether we can smoke in your lesson?"
> "That isn't a relevant argument. . ."
> "Why not? You let us vote on which subject we were going to talk about this term. It's because you know you'll be out-voted."

The teacher's reaction is likely, as Neil Postman pointed out, to teach the student that "passive acceptance is a more desirable response to ideas than active criticism," and that "one's own ideas. . . . are inconsequential," while the object of the exercise may be to convince him that he lives in a participatory democracy, where everybody should play a part in decision-making. Jacka, Cox, and Marks, of course, would see no problem here.

The sociological message produced in the educational situation should not be equated with its effects upon the student. What the student learns will depend on a number of factors, such as his past learning experience, the influence of his extra-school environment, and his attitude towards education. Jackson and Marsden have described the way social-class background affects attitudes towards education.[14] Lacy has also drawn our attention to the existence of pro-and anti-school cultures.[15] If the combined message of the sociology syllabus and the social context is to be effective, it must reflect the student's experience in other social institutions and he must be able to internalise the material.

The suggestions made above about the nature of the processes at work in the sociology classroom remain tentative. There are difficulties in identifying the formal and informal messages, measuring the congruence between them, and discovering what has, in fact, been learnt by the student. It may, however, be worth exploring the matter further by the use of an example.

The following account of a sixth-form sociology class in a school is fictional, but only in as much as it is compounded of experiences drawn from many different quarters. In order to give it veracity, nearly all of its overt sociological content is extracted directly, from two current and popular sociology textbooks, (quotations italicised and duly acknowledged).

The school is located in a town of approximately a quarter of a million people, constituting part of a much larger conurbation. It is a purpose-built comprehensive school, attended by one thousand two hundred children drawn from an ellipse-shaped catchment that sweeps out from an 'inner-ring' of older buildings, to circumscribe extensive pre-war council property, and two large, modern, private estates.

The school's rules and regulations resemble those of other, similar establishments. There are the teachers who enforce the rules and the students who must obey them. The teachers can shout in the corridors, walk to the front of the dinner queue and smoke cigarettes, whereas the students cannot. The teachers have separate entrances, and lavatories, and their own coffee lounge, but they can, and do, make use of the students' facilities.

Rules are not enforced uniformly throughout the school. Rules governing dress and behaviour are not applied with the same rigour to the higher streams of the fifth form and to the sixth form. Corporal punishment is never given to older students. Also, the sixth formers possess 'privileges'. They are allowed to leave the school premises during the lunch break, to organise dances, and to have access to school facilities outside of class hours. In return, they are expected to enforce on the younger students many of the rules from which they themselves have been exempted.

The students who are officially given the power of rule-enforcement are known as prefects, and they can be identified by their gold braid and badges. They are selected by the teachers from among the comparatively well-behaved and competent scholars whom, it is felt, will benefit from 'the responsibility' involved. In practice, the larger proportion of those staying on in the sixth form, and nearly all of the prefects, are drawn from a white-collar (middle-class) background. In return for the duties they are expected to perform, the prefects will receive preferential treatment and good references when they leave.

The school day is broken down into forty-minute periods. It begins with an assembly in the large hall where prayers are said and school announcements made. At assembly, the staff are seated on the stage while under their watchful eyes, the prefects endeavour to keep order among the groups of young students in the main body of the hall. During class the teacher is expected to maintain discipline, having at his disposal a number of sanctions. He can ridicule a student, express grave dissatisfaction, reprove angrily, or threaten extra homework, detention, exclusion from the class, or, as a final resort, caning by the headmaster.

Sixth-form classes, however, are conducted rather differently. The students have already stood the test of five years in the school and have been allowed to continue their studies on the basis of their satisfactory performance in the past. Academically poor, or troublesome students will, long ago, have been 'advised' to leave. It is assumed that the sixth former wishes to stay on at school and, therefore, compliance is assured by exhortation to work hard and by stressing the necessity of gaining good examination grades. Unlike classes at other age levels, the sixth-form learning group is much smaller, and more prone to accept the authority of conventional academic knowledge and the rules of debate.

Fairly evenly divided between the sexes, the GCE 'A' Level sociology students are aged between sixteen and seventeen years. All of them have 'O' Levels or Grade 1 CSEs, three being the average number, but ranging from Jane Hodgkiss's eight to Jimmy Lewis's one. Those possessing only a few passes are studying additional 'O' Levels, together with at least one 'A' Level. They have been forcibly impressed with the importance of devoting all their time to study. Those who have already managed to accumulate a handsome array of 'O' Levels are studying up to three 'A' Levels. In recognition of their proven ability 'to manage', they have, in addition, been given the status and attendant duties of prefects. All the students share in common a wish to improve their educational qualifications in order 'to get good jobs'.

The sociology students are drawn predominantly from socio-economic categories two and three, except for one Indian student whose father is a labourer in a foundry. Four of them were born abroad: one in Australia, one in Eire, one in India and one in Jamaica. Three come from single-parent families. Nine have brothers or sisters.

The students are by no means clear as to their intended careers, but nearly all of them, at this stage, want to enter higher education, or to undertake a professional training. Three have considered becoming teachers, two want to 'help people', and have thought about social work, and two of the girls are seeking a nursing career. Also included on the list of career intentions are the jobs of actor, secretary (international), personnel manager, journalist and member of the WRAF. The students' commitment to a future career varies in intensity from the 'vague' to the 'fanatical'. (Rachel spends her time injecting oranges in the domestic science room — the nearest the school comes to providing a pre-nursing course.)

What are the students' interests? When first asked, a number of boys answer 'women'. A number of girls answer 'reading'. On closer investigation, one boy has a strong interest in astronomy, another enjoys fishing, and a third writes poetry and verse drama. Two others like 'messing around' with motorbikes. One girl spends her time swimming, and another frequents a Pentecostal church. In general, most of these young people are music enthusiasts and spend a great deal of their spare time in public houses, at discos and at youth clubs. Sport interests them too, but few of them play any games outside of school. They also claim to 'mess around' which, in most cases, means visiting each others' homes, playing records, and wandering around the town centre. This they do in twos or threes, their companions usually drawn from their age group in the school. Nearly all of them indicate that they have girlfriends, or boyfriends, whom they met mostly at school but also, at youth clubs and at discos.

On being asked, after a term's study, of what use they find sociology, more than half of the students reply that it helps them "to understand people", and that it gives them "a better understanding of what people can do to put the world to rights". So far, they have learned about the family and social stratification, but they are decidedly unclear as to how the knowledge is of use in understanding people, or of improving the world, although one student does suggest that she is now able to "look more clearly at family situations" and to know what is "going on".

Space does not permit us to paint a full picture of the students' background, interests, and aspirations. (Of significance, is the fact that, when sounded, the sociology teacher shows he is blissfully unaware of most of this information, although he does know of one or two intimate, family biographies that remain unreported here.)

David Bottomley, aged thirty-eight, is the teacher. He has recently been responsible for introducing sociology into the school, and this has enabled him to gain two and a half hours of fifth-form, and four and a half hours of sixth-form sociology teaching.

He lives in a modern house just over the town's boundaries in an 'overspill' village. He is interested in his wife, and family of three young children, gardening and cricket. He reads The Daily Telegraph, The Financial Times, the staff-room copy of The Times Educational Supplement, and, just recently, New Society. His social activities include membership of his local Association of Schoolmasters and of the cricket club. He is generally popular with his colleagues, and recognised as an efficient teacher and administrator, but he shows reluctance to commit out-of-hours time to the school.

On the occasion we have chosen to describe, the day begins typically with an assembly, consisting of a Christian religious ceremony — despite the fact that a quarter of the school is n[illegible]stian (Hindu, Sikh and Moslem) — and school announcements. As it is a Monday, the [illegible]master leads the service. After the customary hymn, he reads the parable of the slothful servant, in which a master goes away, leaving three servants behind, with five, two, and one talents respectively.[16] The servant with five and the servant with two talents double their money and are rewarded on the return of their master. The servant with one talent buries it in the ground for safe-keeping and is punished. From this parable, the headmaster draws the lesson that the students who make most use of their 'talents' at school will be rewarded with excellent jobs when they leave, but those who make no effort can expect nothing from education or the wider society. At this juncture, he stares meaningfully at the more troublesome classes, and points out that they had better be careful because they will undoubtedly get what they deserve.

At 9.45 am, after assembly, Bottomley enters the classroom. He is armed with a couple of spare text books in the eventuality of students having left their copies at home. The text book that has been issued to all the students is Elizabeth Wilkins's *An Introduction to Sociology*, and until the books fall to pieces, or the syllabus radically changes, these will be the standard texts. He takes his seat at the front of the room behind a large flat table. The classroom is large enough to hold thirty desks, arranged in five rows, six desks deep. Facing him, ten students (two are absent) are seated, scattered in twos and threes among the thirty desks. Without exception, they are all at least a distance of six feet from where he is sitting.

Variously clad in ingenious adaptions of school uniform, they are animatedly exchanging news about their weekend activities. They do not stop talking when Bottomley enters the room, but reduce the volume of their exchanges so that he cannot overhear them. There is no animosity between them and him, and compared with some of the other teachers, 'he's a nice bloke', but he remains an outsider.

Bottomley glances hurriedly at the set of essays that the students handed in two weeks ago, and which he managed to mark last night while Songs of Praise was on television. He then returns them, amid mild interest. The students grimace knowingly at their marks, but ignores his comments (which, incidentally, are few and far between). They continue to talk about their weekend until he clears his throat to speak. His opening remarks are a reprimand: in all but a few exceptional cases, they have copied their homework without adaption, directly from the text book.

"But you told us to use the text book and your notes, sir," one student remarks.

"I told you to adapt the material to the question asked."

Some of the students are genuinely confused, because, after the previous homework had been returned, they had been reprimanded for writing their 'own opinions', and had concluded that on this occasion, the teacher wanted only a reproduction of the text according to Wilkins. He had also criticised them for producing 'English literature-style essays'. The lessons they draw are first, that English and Sociology are separate subjects and should never be mixed, and second, that text book material should always be disguised by the addition of a few of their own expressions.

For the last week, Bottomley has been talking about the education system.

"What's a social system, Neil?" he asks the student whom he considers to be the least able in the class.

"Sir, it's a part whose wholes are interrelated", (sic), Neil replies in parrot-like fashion.

"That's right." Bottomley fails to notice the actual answer and rephrases it in accordance with the 'right' answer he was expecting:

"A whole whose parts are interrelated. And for the last week we've been discussing the part, or sub-system, known as education . . . . .".

He continues in a monotonous tone:

"All social institutions come into existance because they are the means by which a social system is maintained. . . . . Each of these institutions develops to perform certain functions. . . . ."[17]

The few students who have taken in what has been said, are having mental images of the adult institute at the bottom of the road. Bottomley senses the thick air of incomprehension.

"It's a bit like a car engine," he explains. "Just as we look at a car engine and say what each part of this machine is doing, so we may examine the educational system as a whole or one part of it, for example, one individual school, and decide what functions it is performing."[18]

He extends the analogy:

"We are not considering where the car is going or that it is carrying passengers, but the question is rather whether the car is going well and carrying its passengers in an efficient manner. Such an analysis can be free of value judgments."[19]

"Why doesn't it matter where the car is going?" one of the students asks, carried away by the extended metaphor.

"That would be a philosophical question, not a sociology question one,"[20] is the mysterious reply.

In China, Chairman Mao was the great helmsman; here, Bottomley becomes the great car driver, efficiently taking his class they know what where. At least, it is made very obvious to the members of the class that they are not doing the driving.

They are now asked to describe the functions of education. The answers are predictable:

"It teaches people about things," is rephrased as 'socialisation'.

"If you do well at school, it helps you to get a good job," (paraphrase of the morning's religious service?), becomes 'role-allocation'.

For the next five minutes the class is informed that . . . . "the most important economic function of education is that of ensuring that the society's need for a labour force is satisfied."[21]

"A modern industrial society requires not only a great deal of manpower but also a certain quality of manpower, and both the quantity and quality available are controlled by the education system."[22]

"I want you to read that section thoroughly," Bottomley, controller of society's manpower, said, "because I'm going to test you on it. If you're to get good 'A' Levels you're going to have to work harder than this." The connection between his two statements is neither consciously drawn out by him, nor spontaneously recognised by the students. The bell rings, and the students hastily put away their books and disperse for other lessons.

The next sociology class is timetabled for Tuesday afternoon. Bottomley makes a habit of dealing severely with late-comers. One of the students arrives ten minutes late with an excuse, but Bottomley will have none of it.

"If you'd been late for work" he points out "you'd get the sack, and the sooner you learn to be punctual the better for you."

The student's excuse goes unheeded – his protestations about something that matters to him are ignored. The action is firmly dissociated from its meaningful context and recorded by a late mark in the register.

Today, they are to deal with the political functions of the education system. On this occasion, Bottomley uses an informal lecture technique, expounding on notes that he has made from sociology text books.

"We're falling behind with the syllabus," he informs the class, "and if we're to cover the work, we can't afford interruptions."

He begins.

" . . . . . the stability of any autonomous political unit depends upon two criteria-consensus of opinion about the assumptions underlying the system, and the ability of the system to provide leaders from within itself. In both cases, education has an important role to play, because it is largely responsible for instilling feelings of patriotism and loyalty to the existing regime in the younger generation, and also for selecting and training future leaders".[23]

Is the school, and particularly, Bottomley's sociology teaching, performing such a function at this very moment? The question is not, of course, asked in our present context, but a few minutes later the students are informed that:

"The beliefs and attitudes which are embodied in a democratic society are highly sophisticated, because they depend entirely upon the tolerance and consideration for minority groups by the majority, which has political power, and the willingness of minorities to recognise the authority of the majority."[24]

A patriotic glow is generated in the bosom of the English students as they recognise that they live in the democratic society referred to, and must, therefore, possess highly sophisticated beliefs and attitudes. Inderjit, the Indian student whose father works in a foundry remains very dubious about the tolerance and consideration exercised towards minority groups, but, as he is in a minority, he is only too willing to concede the authority of that majority. But there is more reassurance to come. Bottomley reads:

"In this country, the fact that the Leader of the Opposition in Parliament is in an official salaried position underlines our ability and desire to recognise that political minorities are important."[25]*

But even Bottomley, who has recently voted Liberal, recognises the spurious nature of this assertion and points it out to the class.

"What proportion of the votes did the Liberals get at the last election?" he demands, "And how many seats?"

Bottomley continues with some unpleasant information about those "working-class children" who tended "to live for the present and were unable to forgo present pleasures for future benefits."[26]

"Thank God, we made the best use of our talents and stayed on at school," the students quietly meditate.

Their views are reinforced when they subsequently learn that psychologists "have found that this kind of limited or fixed frame of reference is one condition for easy suggestibility, which is in itself a major explanation for political extremism."[27] Non of them wishes to be 'easily led', or to become 'extremists', especially when they are further informed, rather as a corollary to the old wives' tale that masturbation makes you mad, that when "limited educational experience is followed by low mental stimulation", it may result in the development of a "breeding ground for extremism". In these days of the nuclear family, and of free contraception, the connotation of 'breeding' is most unpleasant. What is more, "The Communist Party has always seen the leadership of the slumbering masses as one of its historic roles."[28]

The students are comforted, however, by the fact that:

"This rather pessimistic picture is perhaps truer of some of the emerging countries in Africa or Asia than of Britain today,"[29] a view that is also confirmed by their official sociology text book:

"The fact that there is a relationship between the level of education and the survival of democracy also provides the basis for arguments which are put forward against the idea of giving largely illiterate and unsophisticated societies political independence. Political scientists are more or less convinced that the members of such societies are open to exploitation by extremists, and events in the emerging African and Asian nations have done little to suggest that countries which are educationally backward can support stable democracies. This is, of course, causing a great deal of concern in many areas at the present time."[30]

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*A recurring 'proof' of British tolerance. See also, for example, Musgrave, P.W., The Sociology of Education, page 143, and Harvey, J., and Bather, L., The British Constitution, (Macmillan, 1963), page 154.

Rachel, the Jamaican student, is moved to denounce the passage.

"That's biassed", she declares. She is immediately pounced upon to explain why.

"It says that blacks can't run their own affairs properly" she says, a little hesitantly.

"No." Bottomley crudely contradicts her. "It says that they can't support stable democracies." The tone of his voice distinctly conveys annoyance. Is it because she has questioned an incontrovertible text book fact, or is it because she is black, and not entitled to open her mouth? One of the white students makes a comment about the behaviour of President Ahmin and other "black dictators", and the opposition is finally silenced. Nobody, least of all Bottomley, thinks to ask why these countries after years of colonial rule still harbour illiteracy, and for what reason they should be externally controlled in the first place, and whether imperialism was itself a democratic practice.

Of necessity, our example can only hint at the complex processes at work in a sociology classroom. We might dwell on the concordance between the official and hidden curriculum, or stress the necessity of viewing the learning process in the totality of a school's social structure and the students' personal experiences. A point of great significance is, in fact, Bottomley's failure to relate to the students' own experience of the education system – a remarkable omission, bearing in mind that they have spent ten years of their life in school. Indeed, he seems little more than a purveyor of ethnocentric ideology, blissfully unaware of the forces at work in his own classroom. We may feel inclined to excuse the fictional Bottomley on the grounds that the greater part of his role is forced upon him by the social system. After all, has he an alternative? Is he able to distinguish the cognitive and ideological, or to effectively wire up his own electric chair?

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## CONSEQUENTIAL THEORY **by Roger Gomm**

An important feature of any social control system is the conceptual apparatus used to explain deviance. If what passes for normal behaviour is regarded as natural and good (as it usually is), then what are counted as serious deviations have to be explained — and explained in such a way that they do not count as evidence against our taken-for-granted notions about what is natural and normal. Most theorising about deviants can be represented as saving a prevailing theory of conformity.

To appreciate this we must suspend our cherished beliefs about what makes people do thing we don't like, and in order to do this it is as well to start by considering an example from a culture in which we have no vested interest:

> "thus seen in this comparative perspective our world view is revealed as socially constructed as a set of assumptions and axioms that underlie our reasoning and place limits on our inquiries" (1)

Among the Digo of the south Keyna Coast (2) women are frequently said to be possessed by spirits which cause them to behave in a bizarre way. In such cases they often become the subjects of exorcism ceremonies during which the exorcist bargains with the spirit for a price which it will accept to go away — usually a gift given to the woman which she will use in the spirit's name when she is deemed cured.

Now although every Digo knows that people who are possessed by spirits run amok and attack people and things, tear at their hair and annoint themselves with ashes — not everyone who behaves in this way is diagnosed as possessed. Digo men are known by the Digo to be violent and easily roused. A Digo man who imagines he has been insulted will rush out of the house with a panga, striking at trees and towards people until he is stopped by well-wishers. He may even tear at his clothing and throw dirt and ashes into the air. But such men are not usually diagnosed as being possessed. Rather their actions are credited with meaning even if onlookers do not know exactly what is up. On the other hand, Digo women are known to be relatively gentle and submissive expecially towards men.

Consider this case: Mwanasha was accused by her husband Rashidi of committing adultery with the son of the sub-chief. Her adulterous relationship was common knowledge. Rashidi was in the process of arranging a mortgage with Mwanasha's father and was also growing a crop of groundnut on land owned by the sub-chief. To sue the adulterer for compensation was likely to jeopardise his crops, to divorce his wife would certainly jeopardise his mortgage. Yet Rashidi was in the intolerable position of being the butt of local gossip and in receipt of constant nagging by his own father to do something about his wayward wife.

The situation resolved itself when Mwanasha was rebuked by Rashidi's father. She cheeked him, and when he raised his hand as if to hit her, she flew at him and scratched his cheek and then rushed away screaming into the plantation. She was caught and taken still screaming to an exorcist who diagnosed spirit possession. The exorcism ceremony resulted in Rashidi providing his wife with several expensive gifts, but it also resulted in a redefinition of the situation in his favour. The situation had changed from one in which her husband was not man enough to satisfy his wife sexually, or to control her behaviour, to one in which a man was an unfortunate husband of a wife afflicted with a lascivious and uncontrolable spirit.

Among the Digo, men are regarded as the natural superiors of women, with the right and competence to make rules for their behaviour and to enforce them. However, since men rely on the goodwill of their inlaws for political support and economic assistance they are unable to exert much discipline over their wives without fouling up their affinal relationships. So despite the fact that men make rules for women, women are always getting away with it. It can be argued that many of the tensions which manifest themselves in spirit possession attacks, themselves derived from this male dominated and ineffectual control system which trivialises women and makes married life conflictful. The concept of spirit possession mystifies both the sources of discontent, and the failure of men to control women, by separating cause from effect and attributing problems of control to factors outside the social and moral universe — to adventitious spirits.

Let us look at Digo spirit possession as if it were a set of 'self-sealing' ideas; that is a set of ideas already designed to cope with evidence that might invalidate it. Supposing we were asked to act as consultants to Digo men, to produce a set of notions and practices to keep women in their place. Our first suggestions about heavy discipline would be rejected because this would upset the male relatives on whom they rely politically and economically. Thus we know that the control system will be imperfect and as a part of our task we will have to cope with the problem of explaining away why so many women so frequently break the rules made for them by men. If we can solve this problem we will at least save the theory of natural male superiority.

Our best bet is then to devise an explanation for female misbehaviour which assigns its causes outside of the area of male control over women, and which preserved the impression that normal women do not break male rules frequently – only women in very special states do this. The idea of a possessing spirit is a very acceptable solution. So we will establish a symptomatology for the complaint.

Now we need to make the idea of possession stick. Let us propagate the notion that spirits possess people, especially women, and disseminate public knowledge about how people behave when they are possessed. With any luck the depressed, the angry and the disturbed will diagnose themselves as possessed and act out the presenting syndrome we have provided. We must also set up an apparatus for confirming the reality of possession beyond any reasonable doubt – say an exorcism ceremony in which the exorcist actually speaks to the possessing spirit: make the exorcist male because no one believes women. Add in rewards that make it attractive to those diagnosed as possessed to co-operate in exorcism – say presents that have to be requested in the voice of the possessing spirit. As a fail-safe mechanism, let the exorcist have the gift of ventriloquism for use with uncooperative patients. Lastly, to prevent abuse of the system by unscrupulous women, refuse to exorcise anyone who has been possessed more than a few times, and diagnose these cases of wilful possession, not deserving of the community's care and sympathy – and there we have the essentials of Digo spirit possession.

When we look at this system of ideas we see that just when someone is diagnosed as suffering from involuntary spirit possession, and just what happens when they are, depends almost entirely on the theories held and acted upon by those in control. If that sounds obvious, why is it that we like to see deviance in our own society as taking on forms which result from the qualities of those designated as deviants?

One of the most curious and perhaps significant features of orthodox theorising about deviance in our own society is that by the time the phychologist, or the sociologist arrives on the scene, someone has tampered with the evidence. What counts as deviance has already been decided by practical men and women who gather information and interpret it as is deemed relevant by their theories of deviance. Policemen, magistrates, social workers, probation officers and so on all have theories of deviance which guide their practical concerns. Consider our naive criminologist who analyses the results of juvenile court hearings and finds that working class lads from poor homes reach the status of official delinquent more frequently than others. What is his warrant for concluding that 'poverty causes crime' or that 'feckless parents cause both poverty and delinquency' (3). In situations where policemen, social workers, magistrates and headmasters tend to believe that adverse home background cause delinquency they are likely to use such factors as cues to decide who gets the deliquent ticket. The criminologist has no more grounds for assuming that 'bad homes' cause people to break the law, than the anthropologist has for assuming that spirits cause spirit possession. Interestingly enough, if we look at the example of juvenile delinquency we see a ritual of confirmation analogous to exorcism among the Digo: the social work report which routinely tells adverse home circumstances as the background to the case. If magistrates are not always convinced by social work reports, that merely shows that social workers have a lower credibility than exorcists.

Earlier in this paper, I took a somewhat jocular stance in suggesting that Digo men might call upon consultants to help them with their women problem. This is not as fantastic as it seems – after all where do all our theories of deviance come from? Well not from Mystification Incorporated certainly. But if we look at most theories of deviance as put forward by the social and behavioural sciences then we find that they are essentially common-sense theories of deviance picked up by professional theorists, translated into terms which obfuscate their common-sense origins . . . . . and fed right back to those who make deviancy systems work. Take for example suicide.

Emile Durkheim's (4) theory of suicide related suicide to the degree to which individuals were integrated into and/or regulated by their society. Durkheim developed the theory from the study of suicide statistics. As J. Maxwell Atkinson has shown (5) Durkheim's theory of suicide is congruent with the theorising done by coroners and coroner's officers in deciding whether a case is suicide or not. Evidence of upset, disturbance, radical changes in life, loss of a spouse, isolation, loneliness and so on, all predispose coroners to give verdicts of suicide and, since they are all evidence of the state of 'anomie', pre-dispose coroners to create statistics which confirm Durkheimian theory.

The professional analyst of suicide statistics discovers within them the theories used by the coroner to create them, and then feeds his results back to coroners to tell them they were right. In the case of suicide this would not be of much significance if it were not for the fact that coroners, sociologists, psychiatrists and potential suicides all live in the same world. The media, from pulp fiction to serious documentary, gives us a picture of what sort of people commit suicide and under what circumstances. One wonders what effect recent publicity about a 'rise' in the suicide rate for young people will have. Certainly it is likely to boost the number of suicide verdicts for this age group — but what about the actual number of self-destructive acts? But then it is in the nature of things that this is unknowable.

Putting together the examples of suicide with the example of Digo spirit possession we can extract the main elements of theories of deviance which explain away the problematic and disturbing.

Firstly, these are theories of deviance which explain the problematic and disturbing with reference to some radical difference between the normal person and the deviant — among the Digo the difference is a possessing spirit, but in its place we could put possession by innate predispositions, by abnormal biography, by faulty socialisation, by adverse circumstances, or by mental illness.

Secondly, causality is assigned to mystify the sources of deviant behaviour, and to cover up the fact that the essential condition for deviance is the rule which is said to have been broken. License is claimed by some people, other than those labelled deviants, to explain why it happened, what his motivation was, what the problem really is, and so on.

Lastly there is a therapeutic apparatus which, while it may or may not effect a 'cure' certainly tends to confirm the theory which predicted it. This entails either providing rewards for the co-operation of the deviant in confirming the theory — like the tuition in how to be mentally ill properly that mental patients get — or a conceptual apparatus for understanding the behaviour of the recalcitrant deviant as confirming the controlling theory — the patient lacks insight.

The reader at this point may be tempted to say that all this is water under the bridge. Goffman on mental hospitals, the published papers of the York Deviancy Conferences, Nell Keddie on cultural deprivation, Valentine on the culture of poverty, and all those sociologists who say hasty things about policemen, magistrates, social workers and so on. Are they not writing sociology to show up these theories for what they are? The answer is obviously yes. Certainly the balance in deviance sociology seems to have shifted in favour of those who are labelled as deviant.

However, it was not my purpose in this paper to represent sociology or sociologists in supporting the interests of the dominant groups in society — the plain truth is that such groups are well able to look after their own interests. It was my purpose to discuss the consequentiality of sociological theories of deviance. Some summary points may be made here.

Firstly, I assert, though I cannot substantiate the fact, sociologists do not invent theories; they merely transform common-sense theories into sociological ones.

Secondly, that they feed them back transformed to the society from whence they came. Here the use to which various groups put them constitutes the consequentiality of sociological theory.

Lastly insofar as sociological endeavours are institutionalised as a legitimation for social action, this may come to provide evidence that sociologists are right.

All this seems likely to be true whether the sociologists' thoughts are more attractive to social controllers, or more attractive to those who are the objects of control. New literature on the sociology of deviance includes accounts which are highly favourable to drug users, soccer hooligans, homosexuals, student radicals, claimants, prisoners etc., while the politicization of deviance sociology has entailed an active involvement of sociologists on the behalf of such groups. (6)

Thus it can be argued that some sociological writings provide a sort of 'scientific' underwriting of attempts to change power relationships between groups. The characteristics of this source of theory are:

i They are theories which represent deviance as a fuss made by powerful groups about the behaviour of the less powerful who seem to be threatening their interests.

ii They pay an almost maliciously gleeful attention to the amplification of deviance by the attempts of the powerful to increase their control.

iii Lastly, they represent statements of the legitimate aims of the labelled group, to do its own thing, evade controls, challenge powers etc.

We have in effect control theories upside down (counter-control theories?) Fed back into society, it is as if the label 'deviant' had been removed from delinquents, suicides, drug users, mental patients and transferred to the police, the social worker, psychiatrists, magistrates, coroners and members of the international capitalist class. It is as if Digo women had employed their own sociologist to demystify spirit possession and had mounted a campaign on the results.

So sociologists, and for that matter psychologists transform the normative concerns of ordinary members of society into what they count as statements of the facts. There are sociological theories which support the dominance of established groups and there are sociological theories which support the claims of less privileged groups for more power, freedom and understanding on their own terms. But of course, as an event in the world, *sociology* has more consequences for the status quo than for change — those who are credible and articulate, who have access to decision-making machinery, wealth and power are well able to pick and choose among sociological theories to legitimate their activities as 'based on the findings of social and behavioural science'. The ability to institutionalise and act upon convenient sociological theories, or to ignore them altogether is but one aspect of inequality.

Roger Gomm

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## THE LINK SCHEME

### Other People's Schools and their Pupils as Resources for Learning Social Science

by Roland Meighan – University of Birmingham.

### Introduction

The idea for this scheme has been around for some time now. A few tentative attempts followed discussions between Edith King of the University of Denver and Roland Meighan of the University of Birmingham in 1972. The current attempts to involve a number of people, including Carol Sarabun in the U.S.A., Gunilla Cerval in Sweden and Janet Harris in Manchester.

### What Are We Trying To Do?

The basic idea is straightforward. Our pupils teach their pupils and their pupils teach our pupils. 'Our' refers to the geographical accident of being teachers and pupils in one school rather than another, so that 'their' refers to the school down the road, in the next town, across the Atlantic, across the Baltic, or anywhere else.

The 'teaching' takes place by pupils sending a package to the pupils in the other school for them to receive, enjoy, and respond to, by sending a package in return. The package might consist of normal school-work in the form of letters, essays, drawings, poems or dossiers. It might be work specially prepared for the exchange, in the form of photographs, slides, tapes, or photoplays.

The idea has immediate limitations. Firstly, postal charges are high, secondly, there are limitations on what can be sent through the post. Thirdly, language poses a problems so that links may be limited to English speaking schools for the most part. Fourthly, making a link and sustaining it through staff changes, pupil movements and other events, requires considerable effort.

### Why Are We Trying To Do It?

At this stage, the possibilities in the link scheme are in the nature of hunches. They include the following:

1. Additional motivation to investigate our own environment.

   It is the experience of many of us that having a visitor to show round stimulates us to find out things and to rediscover things about ourselves and our culture. The possibility that something similar may result from this project is a strong one and it is supported by the few tentative experiences of exchanges already undertaken.

2. Additional relevance and purpose to schoolwork.

   Normally, schoolwork has one audience, the teacher. This project provides another audience, other children in another school. The point of schoolwork is now extended from pleasing teacher to informing and satisfying other pupils. In addition, learning resources are extended from one teacher and school, to the use of the resources and experiences of another school.

3. Gives a pupil-eye view on the world.

   The school sets up as authoratitive a teacher's and an adult's view of experience. The possibility of providing a legitimated and considered pupils-eye view is provided in this project. This contrasts with the current peer group view which is not usually legitimated by school and not necessarily thought through in a reasoned way.

4. Provides a source of both first and second hand experiences.

   By assembling a package for use by other children, pupils are engaged in a first hand experience and by receiving and responding to return packages, second hand experiences. Both can be interpreted as redressing the balance of the reliance of many schools on third and fourth hand experiences as learning resources. (See A.T.S.S. Occasional paper One "Is an Integrated Social Sciences 'A' Level Possible" for an elaboration of this issue.)

5. Encourages an Anthropological perspective.

   The potential of social science teaching of reducing ethnocentrism and nationalism, is perhaps one of its major justifications in the school curriculum. (See Postman and Weingartner "Teaching As A Subversive Activity" (1971) ). This project offers the possibility of making this a reality by seeing another culture from a pupil/insider point of view at the same time as investigating more thoroughly the indigeneous culture.

international relations can become real and personal, rather than tourist or V.I.P. contacts.

6. Reduces the structural conflicts of school learning.

The situation of pupil domination by teacher, however democratic the style of that domination, is seen by Geer (See School and Society, (1971), edited by B. Cosin) as an inevitable conflict in school learning. This project offers the possibility of some relief, in that pupils will talk to pupils as equals, teaching and learning in a reciprocal relationship. Potentially this could reduce the structural conflict and its alienating effect?

7. It may 'turn on' the 'turned off'.

It follows from (6) that pupils who have become alienated by teacher domination and school organisational features may find relief and hope in the equal and reciprocal nature of the learning. The roles for pupils of detective and reporter in ones own environment, and receiver of first hand accounts in return, are potentially an antidote to dull classrooms, and potentially a means of re-establishing a love of mental adventure and intellectual excitement.

8. Provides up-to-date information.

Given the context of television, radio and newspapers, the information school provides can be seen as dated, and often is. There is in this link scheme a possibility of making schools as up-to-date as the media in both the gathering of data and in receiving it.

9. Encourages involvement in learning rather than passive acceptance of the teachers message.

Russell argued in Principles of Social Reconstruction (1916) that passive acceptance of the teachers wisdom is easy to most children since it involves no effort of independant thought, and seems rational because the teacher knows more than his pupils; furthermore it is the way to win the favour of the teacher unless he is a very exceptional person. The link scheme may provide an escape from any over reliance on text books or teacher designed material.

10. Integrates subjects, learning methods and different types of end-product.

The packages are likely to require some integration of psychological, sociological, political, economic, historical and geographical perspectives, obtained through reading, discussion, writing, photography, and drawing, and presented as dossiers, posters, tapes or photoplays. The scheme can therefore help integrate subjects, and learning approaches, and work outcomes.

## THE LINK SCHEME

### Some Objectives

by Carol Sarabun — Parkway School, Greenwich, Connecticut.

Overall goal: AS A CHILD'S AWARENESS OF INCREASING GLOBAL INTERDEPENDENCE EXPANDS, HE MUST DEVELOP SIMULTANEOUSLY A HEIGHTENED SENSE OF INDIVIDUALITY AND A BROADENED GLOBAL PERSPECTIVE.

Objectives:

A. The child will increase his awareness of how his individuality is affected by the cultural perspective from which he views the world.

| Topics | Activities |
|---|---|
| Who are You? | shares student materials (letters, pictures, tapes, original artwork, stories, schoolwork): share interviews on how people picture "typical" English or Americans |
| Where do you live? | mapping exercises — commercial maps or student made: exchanges of postcards, town information brochures: student surveys of the town in pictures, taped "guided tours" to accompany maps: a look at the historical development of the town |

| | |
|---|---|
| How do you learn about your surroundings? | share information on your school subjects (send syllabi or listings of course offerings): share overview (charting?) of school system design: examine special schools of schools (religious, for special students, etc.) |
| How do you learn about your past? future? | do comparative studies of the same historical events: share biographies of people important in each culture — examine local and national folk heroes, conduct and share interviews with local historians: photograph or draw places of local historical interest: design your community of the future |

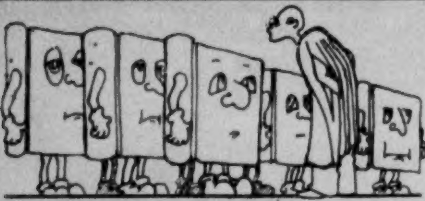
B. The child will identify characteristics and concerns common to people whose environmental influences are different from his own

| Topics | Activities |
|---|---|
| Social systems — government, welfare, economic, etc.<br>Community influences | through charts, written work, interviews — share information of approaches to such topics as medical services, taxes, voting and representation, care of elderly; interview parents and local citizens for their opinions on same topics, do community studies — survey your community for the types of shops it contains, the types of social organisations;; investigate community services — activities and areas arranged for use by children, old people |
| Growing up | taped or videotaped discussions on such topics as parents, women's lib, dating, fads; shared solutions to common problems — switching from one school to another, moving into another neighbourhood, etc. |
| Social structure/living style | share currents interests/tapes of popular music, fashion magazines and drawings, menus or recipes; chart and graph similar information on topics such as birthdays, family size, occupations, heights, etc.; write autobiographies; explore careers one might train for; share postcards and posters from vacation spots; look at local advertising and share examples of how advertisers appeal to consumers; share information on what television programmes are popular — are there any the same; explain local sports — narrate special events, send newspaper clippings; send copies of newspapers and magazines. |

C. The child will focus on needs and interests which cause individuals and countries to become interdependent

| Topics | Activities |
|---|---|
| Geographics | explore relative geographic location and national resources — chart to compare these; examine import-export flow of resources |
| Social systems — economic, governmental, medical, etc. | compare currency value, examine factors which influence changing rate of exchange; interview company representatives from companies who have branches in other countries; interview business men or other professionals who are on exchange from the other country; look at commercial products made in one country and sold in another, what- |

| | |
|---|---|
| | specialities come from your country; find out what international laws or rules govern both countries; simulate the possibility of a "super" government with power over both or many countries; check each country's role in the UN; investigate joint or shared research in various scientific fields, e.g. space technology, medicine; attend performances by visiting groups in such areas as music, dance, theatre |
| Historical influence | compare how the same events in history affected each country, look at newspaper articles and editorials at the time of these events; use current newspaper articles and magazines to compare viewpoints on current events |



# REVIEWS

David Berry, Central Ideas in Sociology
published by Constable, hardback £3.50,
paperback £1.75.

Now here's a book worth mentioning and one devoted to sociological perspectives and concepts — to boot. At a rough guess this book could prove to be more useful, for 'A' level courses and students, than Berger's Invitation to Sociology and be on a par with Coulson and Riddell's Approaching Sociology.

Berry's book does exactly what its title suggests. It is a fairly comprehensive and stimulating guidebook to the main ideas within institutionalised sociology. But it sufficiently escapes the clutches of institutionalised sociology as to leave sociological perspectives and concepts intelligible and memorable.

Many books on sociological theory seem to fail to communicate theory because they are wedded to a 'history of sociology' presentation. This chronological approach tends to submerge ideas, or at best parochialise them around particular sociological schools and scholars, rather than vitalise them, so that we can readily and generally apply them in our analysis of society. Other books are of, "The thoughts of . , . " type e.g. of Marx, Weber, or Durkheim, which are perhaps O.K. for those who don't mind, either themselves or their students, running the risk of becoming disciples of particular scholars or perspectives rather than becoming a disciple of sociology. Berry avoids both of these hazards. He goes directly for the goal of displaying the analytic tools of sociology: its concepts and perspectives.

## INTELLECTUAL FRAMEWORK AND CONTENTS

Another, and perhaps more important, reason why this unusual book offers students (and teachers) access to sociological sophistication is that Berry begins placing sociological perspectives into a manageable intellectual framework. "All perspectives and partial are incomplete." he says, and then suggests that: "It is probably more appropriate to see sociology as based on a set of interrelated perspectives, rather than from a single unified perspective." He then proceeds to present four, simple-to-appreciate, sociological perspectives. These four are implicitly carved out of the present maze of institutionalised perspectives and sociological schools. Just as the initial teaching alphabet offers a bridge into reading, these initial sociological perspectives could provide a bridge for 'A' level students into sociology.

The four perspectives which he presents are ones which he says, "should be seen to complement each other rather than offer a set of alternative views of social reality." They are extracted from a spectrum which sees sociological perspectives as having varying degrees of impersonality in the way they attempt to explain human social life.

Berry's four perspectives are called: Society; The Social System; Power and Conflict; and The Individualistic Perspective.

The Society Perspective is when "Society is seen as an impersonal force influencing, restraining, even determining the behaviour of its members." Putting things another way, Berry's first perspective involves interpreting human behaviour as being socially structured and normatively constrained.

Berry's second perspective, the Social System Perspective, overlaps to some extent with the Society Perspective but he argues that its "distinctive contribution . . . merits it being treated separately." He goes on to say that: "Through the perspective of the social system, social life is viewed as ordered in such a way that every aspect of social life is intricately, even if very indirectly, related to every other aspect. Changes and developments in one sphere are seen to generate changes and developments, or reactions, in other spheres."

In the third perspective, Power and Conflict, social order is seen to be determine on the location of power. For instance, "The dominant rules which prescribe and determine our position and behaviour in social life are seen to reflect the interests of the powerful groups in society".

The final perspective, the Individualistic Perspective, is rather like Berger's "Society in Man". In effect it embraces in an initial way the approaches to social analysis made under the mind-boggling headings of Symbolic Interactionism, Phenomenology and Ethnomethodology. "In terms of individualistic perspective", he writes that, "we examine the structure of society by proceding from the individual's own personal construction of the social world." From this perspective: "What determines the behaviour of individuals is not so much social influences which directly mould and manipulate him as if he were a puppet, but his perception of these influences".

Having outlined his perspectives, much of the remainder of the book is devoted to gradually unfolding the world of sociological concepts. He does this by a mixture of lucid outline supported by clear, yet unobtrusive, illustrations and quietly provocative discussion.

If we take as an example, the chapter given the title, "Power and Social Inequality", we see that the concepts of: 'authority', 'class', 'elites' etc; as well as 'power' are discussed. But Berry's belief that the perspectives are interrelated is used to good effect since he uses them to illuminate each other. Within his presentation of 'power' he shows how power operates not only in terms of Power and Conflict Perspective but also from the standpoints of alternative approaches. As he says Conflict (and Elite) theorists see power as inherent in all social relations, Marxists as derived from Productive Activities, Consensus theorists as a characteristic of the impersonal normative order, whilst Blau views "power as an exchange relationship".

I think that this ability to assemble a handful of divergent perspectives within a few pages is what impresses me most about the book's sociological quality. For ideally sociology requires us to be good mental jugglers, keeping as many valid perspectives and concepts circulating in our minds as is possible. This is where Berry scores over Coulson and Riddell. Berry opens our minds more and more. But Coulson and Riddell, whilst pointing to 'the diversity of views in sociology' and explicitly warning readers to beware of being taken in by those propagating only one approach to social analysis, in the end, by sheer good writing, seduce the reader to their approach. The net result is a closure of the mind (without their book being offset by other influences).

Berry says in his preface that: "Students of sociology frequently learn about different aspects of sociology — concepts, theories, schools of thought — in a rather atomistic fashion, so that their knowledge of sociology tends to consist of unrelated pieces and segments. I hope that this book will help the student to develop an overall perspective within which his pieces of knowledge can be placed." For myself he has assembled a very palatable eclectic picture of sociology and society. How my students will eventually respond, I do not know, but, if anything gives any promise of encouraging a multi-faceted overview of society, this is it.

### POSSIBLE USES FOR TEACHERS

(i) As a Sourcebook. Particularly useful for examples and ideas to illustrate concepts in class.

(ii) Provides a clear initial framework for the teaching of perspectives.

(iii) Regeneration of flagging interest. I was pissed off with norms before I read this. Now, like after one takes the pin out of a grenade, I have come to realise, that 'pinless', the concept of norm offers lots of probing opportunities. To be less cryptic, I have found his reference to Geiger's distinction between subsistence norms and normative maxims, very useful for penetrating social facades.

(iv) With Coulson and Riddell. Used together these could prove a formidable mind-priser on a course.

### READABLE USE FOR STUDENTS

As compared with Berger's "Invitation to Sociology", perspectives and concepts are made to stand out clearly. This has been achieved in part by breaking down the chapters under sub-headings, by the use of clear and straightforward language, by invoking stimulating contrasts and by offering colourful examples.

### POSSIBLE USE IN RELATION TO THE AEB 'A' LEVEL EXAM QUESTIONS

My first thoughts were that the approach of this book would be a severe handicap to answering such questions as:

(i) Discuss the ways in which the theoretical perspective embraced by a particular sociologist influences his writings (AEB, November 1974).

(ii) In what way is it helpful to view society as analogous to a machine or a biological organism? What drawbacks do these approaches have? (AEB, June 1974).

But I now imagine that Berry's eclectic overview would be a valuable tool-bag for the critical evaluations called for by such questions.

Mike Shone — 26.10.75

Charles Brady, Social Studies Overhead Transparency Series

Available from Audio Visual Productions,
15 Temple Sheen Road, London SW14 7PY.

The transparancies are based on selected aspects of the Social Studies (Social Biology) slide/filmstrip programme. Most individual sets make use of overlay techniques and colour to clarify principles involved. The series is designed to provide a flexible resource, and can be used to complement other media or as the basis for a self-standing teaching programme. The following is a selection.

World Population from the Stone Age to Present Times with Principal Economies £1.08
World population is plotted against time from 10,000 BC to 2,000 AD. The explosive nature of current population growth is shown in relation to former hunting and gathering communities, food-producing settlements and the advent of industrial societies.

Population Study: Paramecium Feeding on Yeast £1.08
The cyclic pattern of population growth involving periods of rapid and decreased growth, equilibrium and decline is illustrated by a typical laboratory study, with the number of organisms plotted against time.

Rural and Urban Population Growth £1.08
The comparative growth of urban and rural populations in developed and developing countries is shown from 1950 through the 1970's with projections to the end of the century.

Population Growth by Regions £1.08
A series of bar charts display for comparison rates of population growth, the 1973 population estimates and the estimates for 1985 on a world regional basis.

Population Growth and Income £1.08
The annual rates of population increase and the per capita gross national products for four developed countries are compared in chart form with the same data for five developing ones.

Population Structure £0.60
The patterns of age distribution within populations of developed and developing countries and regional data on a comparative basis.

Food Per Person Per Day £1.08
The available daily food supply in kilo Joules of energy and grams of protein for two developed countries is compared in chart form with the same data for three developing ones.

Comparative Energy Consumption £1.08
The growth of energy consumption expressed in metric tonnes of coal equivalent for North America and Europe is compared graphically with that for Asia and Africa.

Environmental Pollution £2.04
Flow charts combine to demonstrate the inter-related nature of sources of environmental pollution and polluted environments.

CONFERENCE NOTICE

ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES.

National Residential Course

USING PROJECTS IN TEACHING THE SOCIAL SCIENCES

From 4 pm on Tuesday, 20 April, 1976
to 2 pm on Friday, 23 April, 1976

At the Lady Spencer-Churchill College of Education, WHEATLEY, Oxford.

| | | |
|---|---|---|
| FEE: (Residential) | Members | £28 |
| | Non-Members | £32 |
| (Non-Residential) | Members | £17 |
| | Non-Members | £21 |

The 1976 Course

The theme of the Course is the use of project work in the Social Sciences. There are good reasons for supposing that such work is especially appropriate for the social sciences — after all, it makes little sense to learn about the world you live in from textbooks when what you are learning about is going on all around you. Projects, then, are a way of looking at your subject material directly.

However, this sort of work is easier to aspire to than to execute. What are your precise objectives? How will a project be linked to the classroom work? What are the organisational problems and how can the teacher overcome them? There is nothing new about project work, but the problems of using it effectively are by no means solved.

The Course will aim to discuss these problems in order to help teachers to cope more effectively with them. But like all ATSS courses there will be no one saying what must be done. With the help of some experienced practitioners, learning on the-Course will come through shared experience. Some syllabuses incorporate formal projects – e.g. 'A' level Sociology and Social Economics – and there will be an opportunity to look at the problems associated with these specifically.

Requests for application forms and any enquiries relating to the Course should be addressed to Jim Murphy, 62 Oxford Road, Kidlington, Oxford (tel: Kidlington 3091).

### Lectures

The main speakers are Jerome Bruner, one of the world's leading theorists of discovery learning, Marten Shipman, Director of the I.L.E.A. Education Unit, Hazel Sumner, who will talk about the Schools Council History, Geography and Social Sciences Project, and Derry Hannam, formerly Head of Humanities at the Cooper School, Bicester.

Groups will be arranged as follows:

8-13 years. Group Leader – Derry Hannam

13-16 years. Group Leader – Barry Dufour, University of Leicester School of Education; joint author of "The New Social Studies"

Social Economics. Group Leader – Jack Nobbs, Head of Economics and Sociology Dept., Hewett School, Norwich and author of books on Economics and Sociology.

The AEB 'A' level Sociology Project. Group Leader – Liz Haggard, Lisburn Technical College, N.Ireland.

Adult Education (Extra-Mural, WEA, etc.). Group Leader – Dr. Brian V. Street, University of Sussex School of Social Sciences.

## DES SHORT COURSE – THE USA IN THE CURRICULUM

From Monday 30 August to Saturday 4 September 1976 the Department of Education and Science is holding a course/conference for teachers and lecturers at St. Catherine's College Oxford under the title 'The USA in the Curriculum'. It is hoped to attract a representative group of people who are concerned with teaching aspects of the USA at various levels and who will be interested in sharing their experience with colleagues. The course will be staffed by members of HM Inspectorate and will take the concept of THE FRONTIER as a unifying idea. It will emphasise content rather than method and will only incidentally be concerned with pedagogy.

Planning is still at an early stage but it is envisaged that each of the 4 full days of the course will deal with a main theme. The themes will be historical/political; geographical/economical/social; literary; visual arts and music.

# RESOURCE EXCHANGE

The ideal behind this scheme is that any useful teaching material - handouts, stimulus material, games, etc produced by a social science teacher anywhere in the country should become swiftly available to his/her collegues in other schools and colleges. This is an ideal we shall never succeed in reaching! Nevertheless, it is hoped we shall eventually include in the scheme several hundreds of items, and that these will constantly be added to and revised.

Perhaps it would be as well to say what the scheme is not. It is not intended that the items included shall be finished works of art: though we shall attempt to maintain a certain minimum standard. Nor is it intended that the scheme will provide 'ready-made' lessons, or 'model answers'. Nonetheless, we can all benefit by having a look at what other teachers consider an appropriate approach to a particular topic, theme, or concept. The success of the scheme depends entirely upon the response of ATSS members, for if you don't send in your materials for inclusion in the scheme - it won't even exist. We can't afford to pay you, so you'll get nothing but thanks. Though if you want to reserve copyright (perhaps you've toyed with the idea of having some work published in the future) just let us know. Basically what we want is for you to send in materials you have produced, together with a few lines of description. The items will be listed in subsequent issues of the Social Science Teacher, together with the description, and interested teachers can then write in for copies to the various centres which are responsible for co-ordinating the scheme.

We hope by the new year to include items on social studies, sociology, politics, anthropology, psychology, economics, and environmental studies. Loughton College of Further Education is co-ordinating the sociology and politics sides of things (Dave Pack - sociology; Keith Poulter - politics) and the address is given below. We are still arranging the other aspects of the scheme, and hope shortly to include a great many items for school social studies. Addresses of other co-ordinating centres will be published as soon as possible. For the present items lying outside sociology and politics should be sent to Keith Poulter.

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Address for items:

Dave Pask, Loughton College of Further
Education, Borders Lane, Loughton, Essex.

Keith Poulter (as above)

| No. of items required | Charge |
|---|---|
| 1 | 20p |
| 2 | 30p |
| 3 | 40p |
| 4 | 45p |
| 5 | 50p |
| 6 | 55p |
| 7 | 60p |
| 8 | 65p |
| 9 | 70p |

N.B. For orders in excess of 15 items, please calculate the excess as if ordering from this table.

DON'T BE BASHFUL! Send us a copy of any material you have produced and which you think might be of interest to other teachers. Items will not bear the originator's name, except by request where he/she would like some feedback from other teachers. One final word: please ensure that the material you submit does not infringe copyright: no extracts from published books please!

## RESOURCES EXCHANGE Number 2

The Resources Exchange Scheme aims to make available material devised by practising teachers of social science. Any material that you feel is worthwhile can be used by you for your personal teaching requirements, but the copyright for publication rests with the individual(s) who put the notes together. The following unit on Social Control, Norms and Laws might be useful for teaching GCE 'O' level sociology.

### GENERAL NOTES

### SOCIAL CONTROL, NORMS AND LAWS

**Social Groups**

The aim of this unit is to describe the way social groups affect the behaviour of their members and what happens to people when they step out of line. The necessity of production brings humans together into co-operative groups. In communal society, productive groups will be related by blood, but class society, and especially industrial capitalist society, tends to fragment the individual's life into specialist tasks conducted in separate groups.

**Social Control**

In order for groups to survive 'internally', certain patterns of behaviour must be encouraged and others discouraged.

Groups have an effect upon, or control the behaviour of their members. Ways of behaviour that preserve life, conserve and govern the distribution of resources, and regulate kinship and reproductive relations (sex), will be found in all societies. Social control is the term used to refer to the methods groups develop to get their members to conform. A group that is not sufficiently regulated to provide the means of survival will not survive as a group unless outside help is given. Social control takes many forms. Positive forms are exemplified by the expression of affection for, by the reward of prestige, or the giving of gifts to, those people whose behaviour meets with social approval. Negative forms of social control exercised on those people whose behaviour is considered unsuitable, may include avoidance, ridicule, physical punishment and forfeits.

**Social Control in Class Society**

In class society (a society where one group appropriates (takes) the surplus of another), social control will be used in an exploitative manner, not only to preserve the livelihoods of members of society but to reproduce the exploitated relations of production of the dominant group. It will, in other words, benefit one group at the expense of another. Thus in a slave society, social control will be exercised over the slaves in order that they might remain slaves and work for their masters. Whatever the slave masters might have preached, slavery did not benefit the slaves. Whenever social control is exercised the following questions may be asked:

Who is exercising the control?

For whose benefit is the control exercised?

In simple communal society, there is no exploitative social control. Control is exercised 'internally' for the benefit of all. Economic, political, and kinship decisions are often taken collectively. In capitalist society, surplus value is accumulated by capitalists in the form of profit. (Surplus value is the difference between the value of labour power (e.g. wages paid) and the value produced by the work of a worker). This relationship is often concealed from the majority of people by a variety of means which seek to legitimate (make acceptable) the social arrangements of the society, whether exploitative or not. In this way, people very often do not recognise exploitation or the social controls operating upon them. They often believe that the best possible social arrangements are in operation, and in any case, can see no alternative. Thus, even when slavery was abolished, a few slaves might have preferred to carry on under the old system.

### The State

In class societies, various mechanisms of group control are developed that maintain the relationships between groups. One such mechanism is the social institution of the state, consisting of central and local government, parliament, administrative networks, the judiciary (the courts), the army, and police force. The control the state exercises will sometimes benefit the majority of people in that society (e.g. in most situations, laws forbidding murder), but often its decisions and modes of control will be to the disadvantage of weaker groups.

These groups will have ways of behaviour forced upon them from outside-'externally'.

In many cases, however, they may come to accept what they are made to do. It is important to remember that not all societies have had states or state control.

### Social Norms

Sociologists use the term social norm to refer to the accepted ways of behaving in a group, to how group members think they ought to behave in their relationships with others. (A social norm should not be confused with a statistical norm or average). Those who offend against group norms are likely to be brought into line by various forms of social control. Norms are learnt and passed down, often without conscious intent, from generation to generation. Sometimes the situation in which the norms were originally developed is forgotten and they become rituals — norms perform for their own sake, or perhaps to develop group identity. (e.g. kissing under the mistletoe. Why the mistletoe?)

### Rituals

### Types of Norm

Norms vary in (a) their importance for the group's survival, (b) the intensity of the social controls exercised when they are transgressed, and (c) the length of time for which they endure. Traditionally, sociologists have used two terms: mores (singular: mos) for important social norms such as respecting property and life, that would be severely punished if broken, and folkways, for norms that, if broken, might cause amusement or surprise. Sometimes fads and fashions are also distinguished.

A fad is a very localised and unimportant norm as, for example, a family fad of keeping plates and cups in one cupboard rather than another, and a fashion is very similar but more widespread. 'Fashion', as understood in everyday language, however, is often accompanied by surprisingly strong social sanctions.

### Internalisation of Norms

When norms are performed without conscious thought, e.g. eating with a knife and fork, and when they are obeyed without reference to the group or to the social control it could exercise, they are said to be internalised.

Infants, of course, have not internalised as much as adults and must learn things that appear natural and obvious, e.g. to drink out of a cup, to avoid eating soiled food.

### Group Cohesion

Group cohesion, or the way the group 'sticks together', is the extent to which members feel attracted to the group and the extent to which they uphold its norms. Group cohesion may be increased as a result of (a) demands and pressures placed on the group from outside (e.g. outside hostility towards union members involved in a lockout), (b) work demands (e.g. coalmining, involving co-operation on the job), or (c) the development of internal relations (e.g. a private language and 'in-jokes').

### Group Integration

The importance of developing group cohesion and of integrating members into a group is well recognised in a number of fields. Labour turnover is high in the first few weeks of employment. Drop-out from evening classes is much greater in the first term. Illness and absenteeism in the army were found to be much higher when soldiers were first recruited or posted as single replacements to other units.

**Norms and Expectations**

Often norms and expectations correspond. But the term 'norm' is sometimes reserved for ideas about what a person should do and the term 'expectation' for ideas about what a person will do — irrespective of what he knows is acceptable to the group as a whole.

You can know you ought to do the washing up, but both you, and those around you will know the likelihood of you doing it is small.

**Laws**

Laws are consciously devised and enforced by the state. Often they correspond with norms. For example, there are norms that by strong forms of social control against acts of murder and rape. But the state has also passed laws against the taking of life and sexual violation and those are backed by the law enforcement agencies of the police and the judiciary.

Sometimes there is no norm corresponding to a law as, for example, in the case of a statute governing the height of a bus. And sometimes laws run counter to norms.

The abolition laws in the U.S.A., that prevented the consumption of alcohol, are often quoted in this context, and it is worth observing that, where law and norm are seriously out of step, there may be difficulty in enforcing the law. However, if a law is enforced rigorously, it may become a norm (e.g. laws against drinking and driving).

**Rules and Regulations**

These terms are sometimes used to refer to consciously devised patterns of behaviour in organisations, or to the lesser 'laws' of the state. An example of a rule upheld in many schools is that of wearing school uniform. The fact that its enforcement may cause friction shows that such a rule is sometimes out of step with the norms of groups of young people.

**Unjust Laws and Rules**

Laws do not always serve the interests of all the people on whom they are enforced. This was particularly obvious in Hitler's Germany and must be equally obvious for black people living today under the apartheid laws of South Africa where many of the laws serve only the interests of the minority white population.

**The Commandments**

The 'commandments' are the codified norms of historical Hebrew Society. The fact that they have relevance in modern industrial capitalist society shows that social groups generally, must control the arbitrary taking of life (Thou shalt not kill), the allocation and distribution of resources (Thou shalt not steal), and kinship relations (Thou shalt not commit adultery).

The interpretation of the commandments, however, is likely to differ between historical and geographical communities. What is meant by 'Honour thy father and mother'? Compare the English and Indian family. And is polygamy (taking more than one partner in marriage) adulterous? Is it stealing to take from the rich and give to the starving, or to nationalise without compensation?

**Differences of Norm between Societies**

Norms may differ from society to society. in some countries, for example, the parents decide upon the marriage partners of their children (arranged marriages) whereas in others, the boy and girl will normally choose for themselves. In England, the property speculator who manages to make a large amount of money might be considered a shrewd operator and might even be admired for his financial skills.

In the Soviet Union his action would not be possible and speculation generally would be treated as a crime. A more obvious example of normative difference is that whereas in Western Europe people eat with a knife and fork (when they are not eating fish and chips with their fingers), in China they eat with chopsticks. A further example — overt expressions of affection between males would be regarded with disgust by many English People, but in North Africa it is possible for men to walk about holding hands in public places.

**Cultural Relativity**

But which norm is right? This question ignores the fact that what is right or wrong is defined in terms of the norms of a given society or group. Morality is a concept indicating a relationship between people. (This matter is worth further discussion with your tutor.)
In that people from many different societies agree on what is right and wrong there can be a 'universal' morality. But for many norms, a situation of moral or cultural relativity exists: it is not possible on moral grounds to decide whether a knife or fork, or chopsticks are best – it is just a matter of what each group accepts as common practice. In some cultures, for example, it is considered improper for a girl to be a virgin when she marries. In others it is shameful not to be a virgin before the wedding night.

**Ethnocentricity**

Very often we think of our own norms as being the only possible, or sensible, arrangements, and it comes as a shock to us to find other social arrangements are possible. The term used for this phenomenon is ethnocentricity, which means centered on our own ethnic or cultural group. What is usually implied is that the ethnocentric person believes his norms to be superior and despises those of other groups of people, possibly believing them to be evil, barbaric, unclean, or unpleasant. Sociologists try to avoid ethnocentric thought, realising that our own familiar patterns of behaviour may appear just as extraordinary to others. For example, it is very difficult to explain the phenomenon of leaving a tip after a meal in a restaurant to someone from an area of the world where tipping is not practised. "Why do you leave additional money when you have already paid for the meal and services? Why do you conceal coins under the rim of a plate or saucer knowing full well that it will be found by the waiter?" might be the questions. Similarly, with bathing. One person who came from a part of the world where taking a shower was the common of washing, expressed the view that sit-down baths were dirty: "Fancy washing in your own dirty water". And as for the use of toilet paper: "Wouldn't a wash be cleaner than a wipe with paper?" Then of course there is the joke about the Indian restaurant owner who complained about the awful smell of fish and chips.

**Rationality of Norms**

It is always possible to ask:
What were the historical conditions that led to the development of a norm?
Why does the norm continue to exist?
Is the norm still valid in the contemporary situation?
Is the norm in the common interest or in the interests of a small unrepresentative group?
These considerations are important because they raise the additional and historically famous question: Why should I obey a particular norm or the law?

**The Deviant**

The term 'deviant' (used in a sociological sense) refers to a person who departs from the norms or laws of a social group. Thus, many people would consider, for example, illegal drug-takers, men who dress up in women's clothes, and criminals as deviants.

**Disagreement over what is Deviant**

In simple communal society, it is possible to identify deviants without a great deal of difficulty: there is often a consensus of opinion about the norms of such a society. But in more complex, class societies this unity of agreement is not always present. To refer once again to a slave society, would a runaway slave be classed as a deviant? From our own ethnocentric point of view, the practice of slavery may be seen as deviance, and the behaviour of the runaway slave thought to be in accordance with our norms. What is deviant will obviously depend very much on the group that has the power to publically define the norm or to make the laws. Where there is no overall social agreement, there maybe a great deal of conflict about the rights and wrongs of a particular action. In our society, for example, a number of young people have smoked the drug marijuana, and in their group, and from their point of view, it might be perfectly acceptable to do so. But the state has made laws distinguishing legal drugs (such as alcohol) from the illegal, and has the power to enforce these laws, as certain young people have found out to their expense. In this country, marijuana smoking, unlike tobacco smoking, is not in accordance with the traditional norms (folkways) of large groups of people in Britain, and is, therefore, considered deviant.

### The Deviant in Class Society

Where societies are divided on class lines, there is often conflict between groups over what should be deemed deviant.
For example, is a worker on strike to be viewed as a deviant? The more powerful groups are very often afraid of admitting that there is more than one point of view about what is right and wrong, because this might weaken their social position. The slaveowners, for example, could never afford to admit that slavery was an evil practice.

### Unity of the Normative Universe

Those in power then often act on the premise of an overall unity existing in a moral code. In other words the questioning or rejection of one part of a moral code is seen as discrediting and undermining all of it. "If we give way on that", they think, "We'll have to give way on every-thing". Thus, deviancy even on minor matters, such as dress or length of hair, may lead to the use of remarkably harsh social sanctions on the grounds of "Where's it all going to lead to?"

### The Consensus View of Deviance

It is obviously to the advantage of those in positions of power to spread the view that everybody, irrespective of their social class, age, sex, education, job, or income, agrees on what is good for society as a whole. We can call this is the consensus view. The alternative is to see society as consisting of a number of different groups with different interests and norms, sometimes agreeing and sometimes in conflict.

### The 'Meaninglessness' of Deviant Behaviour

Those who hold a consensus view, believe that the vast majority of sensible people agree about what is good and healthy for 'society'. It follows then, that deviant behaviour must be irrational, bad, and unhealthy for 'society'. The deviant is not thought to have any intelligible reason for acting as he does. The consensus view completely neglects the social situation in which the deviant has to operate. A strike may seem the only action possible in some indistrial situations. To some young people, hooliganism at a football match may develop as an expression of team loyalty and as a consequence of an afternoon's excitement or frustration. When these acts are commented on afterwards by journalists or judges, they may be called 'senseless', or sub-human motives maybe a attributed: "You are nothing more or less than a wild animal". The implication of this last remark is that a rational human being is incapable of committing the type of act under examination.

### The Germ Theory of Deviant Behaviour

Usually, from a consensus viewpoint, only a small number of individuals are thought to practice deviant acts willingly. These oddities are often considered to have severe 'personality defects'. But where the number of deviants is so large that their very existance tends to undermine the idea of some overall basic agreement about what is good for society, people are forced to adopt a new strategy for dismissing deviant behaviour. One such strategy is the germ theory. This is the notion that a small group of individuals (the corruptors) have 'infected' (manipulated or seduced) the large majority of naive and innocent bystanders (corrupted), who are denied the responsibility for their action. In other words, an unpleasant germ has infected the body of a healthy society. Thus, those who use illegal drugs are divided into pushers and addicts. Strikers are classed as communist troublemakers on the one hand, and unwilling men with families to support on the other. Student demonstrations are blamed on foreign agitators or sociology lectures.

Perhaps the most famous example of the germ theory was advanced when Winston Churchill wrote of the Germans ". . . it was with a sense of awe that they turned upon Russia the most grisly of alll weapons. They transported Lenin in a sealed truck like a plaguee bacillus from Switzerland into Russia."

This passage implies that the Russian Revolution was caused by one man. It also tends to be a little ethnocentric in its attitude to the Russian political system . A contrary view is that individuals are not corrupted, but willingly embrace particular solutions to the problems they face, because they think they are relevant.

Bilston Sixth Form Centre, 1975.

When you have read this unit you should know the meanings of the following terms:

social control, social norm, ritual, mos (mores), folkway, fad, fashion, group cohesion, group integration, rules, cultural relativity, ethnocentricity, deviance.

You should also know about:

social control in class society.
the role of the state of exercising social control.
the internationlisation of norms.
the difference between norms and expectations.
the difference between norms and laws.
the relationship between social norms and the ten commandments.
the difference of norm between societies, and be able to offer examples.
the unity of the normative universe.
the consensus view of deviance.
the apparent 'meaninglessness' of deviant behaviour.
the 'germ theory' of deviant behaviour.

If there is something you do not understand, ask for further explanation.

EXERCISES OR DISCUSSION

1. A person (a) may not agree with a norm and show that he doesn't agree, (b) may not agree but outwardly conform, or (c) may agree and conform. From your own experience give examples which fit these three situations.

2. Make a list of (a) positive and (ii) negative means of social control that are applied (a) in the home, (b) in a school, (c) at a place of work, (d) in a hospital, and (e) in a park.

3. Read the two passages attached. Explain these situations, using the terminology that you have learnt from the unit. Is there a difference between (a) and (b) in the type of norm that is being acted upon? Are the situations strictly comparable?

4. Read examples attached. All the incidents are examples of the observance or violation of norms. Classify them in terms of fads, fashions, folkways, mores, rules and laws.

5. Comment on whether the laws (see attached) correspond to norms accepted by the social groups with which you are familiar. Explain the relationship between norms and laws.

6. Read the passage attached. Why do you think the established order appears to be so easily threatened by a change of female fashion, hair length etc? Read your answer again after completing exercise 7h and again after exercise 8.

7. Examine the newspaper cutting "Just good fun says man in high heels".
a. What social sanctions were said by the police to have been used against Reginal New by the people who saw him in Halesowen?
b. What social sanctions were said by Reginald New to have been used against him by the people who saw him in Halesowen?
c. What social sanctions were used against New by the police and magistrates?
d. What is New's attitude to homosexuals?
e. Men are not usually prosecuted when they wear women's clothing on the stage, but New is prosecuted for wearing women's clothing while shopping. What explanation can you give for this?
f. What behaviour appears to be expected of homosexuals and people such as New?
g. Why do you think so many people are hostile to New's behaviour? Do you think it is justified? Write down your answer.
h. What is the difference between a heterosexual, a homosexual, a bisexual, a transsexual and a transvestite? If you don't know, look up the words or ask.

8. Exercise 8 is based on passages taken from Don Milligan's pamphlet, The Politics of Homosexuality, obtainable from Pluto Press Ltd., Unit 10, Spencer Court, 7 Chalcot Road, London NW1, 8LH, price 20p.
a. What two arguments are advanced to explain why people persecute homoxexuals and transvestites?
b. Explain the statement: 'the supremacy of men is founded upon myth and not biology'
c. Explain: "Our sexual roles are imposed upon us by society, because of our genitals but not by them".
d. What is meant by "the tyranny of gender".
e. Do you agree with the beliefs expressed in the passage? Explain why or why not.

9. Exercise 9 is based on passages taken from Dilip Hiro's pamphlet The Indian Family in Britain obtainable from 15-16 Bedford Street, London WC2E 9HX. List some of the norms mentioned in the passages about the Indian family, and make a parallel list of 'typically' British norms to bring out the differences between the two cultures.

MATERIAL FOR THE EXERCISES

For Exercise 3
(a) Three students from East Berkshire College of Further Education were suspended for indiscipline — they came to college in hot pants after being warned — and caused a local row. The suspension has since been lifted — but the hot pants ban remained.
"Our business studies students are expected to dress as if for business and they know it" said Miss Patricia Callender, head of the Business Department.

— The Times Educational Supplement 19th February 1971.

(b) BAN ON FIVE MOSLEM SCHOOLGIRLS STAYS
The five Moslem girls who were banned from their Wednesbury school for wearing trousers last term were not back at their desks yesterday.

And it seems as it there will be quite a lot more debating between the Moslem religious societies and Walsall's education chief's before their return.
The girls have been away from Kings Hill Junior School since last November when Mr. H.H. Harvey, the headmaster, said that they could not attend wearing a type of baggy trousers beneath their skirts.
This way of dressing, which conformed with religious beliefs that the legs must be covered, must stop, said Mr. Harvey. The children were told to go home and the parents were informed that they would not be allowed to return wearing the trousers.

The parents refused to comply and since then there has been deadlock. A meeting was held between Moslems and education officials three weeks ago and they were hopeful of a settlement.
But at the start of the new term nothing is resolved. "We still have quite some talking to do yet, said a Moslem spokesman last night. Mr. Harvey refused to comment.

The Birmingham Post, 7th January, 1970

For Exercise 4.

a. That lecturer plays in the first team at the local cricket club.
b. We called the male teachers at school 'sir' and the female 'miss'.
c. The bishop gave up his traditional ecclesiastical dress in favour of a boiler suit.
d. She expects her visitors to wash the bath out after use.
e. A devout Sikh always insists on wearing his turban even when working as a bus driver or conductor.
f. Most of the married women in this area live only a stone's throw away from their mothers
g. Skinheads have their hair cropped and wear 'bovver' boots.
h. The English eat egg and bacon for breakfast while Scots have their porridge.
i. All the doctors at the B.M.A. conference had given up smoking as an example to their patients.
j. The Emir had three wives and had had three children by each of them.
k. A young wife complained to a London Divorce Court Judge that her estranged husband threatened to make her walk through a Welsh village in the nude.
l. He won't allow her to go out to work.
m. It's the shop-steward's job to explain all the intricacies of working life, explain deductions, piece rates, bonuses. A sort of one man advice bureau. Second it's the steward's job to sort out a workmate's problems, help him claim sickness benefit, say, or arrange new shift timings if he's having trouble at home.
n. Friction between neighbours led to a sales representative hitting another man on the head with a piece of stone, said Inspector Woodward.
o. Most men in our society see it as their duty to go out to work to earn money. They despise the workshy.

For Exercise 5

a. Any person who sells to a person apparently under the age of sixteen years any tobacco or cigarette papers, whether for his own use or not shall be liable to a fine not exceeding £25.
b. Cruelty to persons under sixteen.
If any person who has attained the age of sixteen years and has the custody, charge or care of any child or young person under that age, wilfully assaults, illtreats, neglects, abandons or exposes him or causes or procures him to be assaulted, ill-treated, neglected, abandoned or exposed in a manner likely to cause him unnecessary suffering or injury to health (including injury to or loss of sight, or hearing, or limb, or organ of the body and any mental derangement) that person shall be guilty of misdemanor ...........
Nothing in this section shall be construed as affecting the right of any parent, teacher or other person ........ to administer punishment.
c. The overall height of a public service vehicle shall not exceed 15 feet.
d. A person who except under a licence granted by a Secretary of State knowingly cultivates any plant of the genus cannabis shall be guilty of an offence.
e. If any child of compulsory school age who is a registered pupil at a school fails to attend regularly ........ the parents shall be guilty of an offence.
f. A married woman or a married man may apply by way of complaint to a magistrates' court for an order under the Act against the other party to the

marriage on any of the following causes of complaint arising during the subsistance of the marriage, that is to say, that the defendant
(a) had deserted the complainant
(b) has been guilty of persistent cruelty
(c) has committed adultery ........

g. Licensing Act. Subject to the following provisions of this Part of this Act the permitted hours in licensed premises shall be
(a) on weekdays other than Christmas Day or Good Friday, the hours from elevan in the morning to half past ten in the evening, with a break of two and a half hours beginning at three in the afternoon.
(b) on Sundays, Christmas Day and Good Friday, the hours from twelve noon noon to half past ten in the evening with a break of five hours beginning at two in the afternoon.

For Exercise 6

## AS PAINTS THE HEART

It is amazing how frequently certain news items recur. To be sure there are modest variations of time and place, and the precise detail of the offending garment or article of adornment changes with the fashions, but in essence the story remains the same as that which now plagues the principal of the East Berkshire College of Further Education. His prescription of hot plants is the 1971 version of earlier attempts to outlaw miniskirts or maxi-skirts or trouser suits or shalwars or earrings or skin-head or shoulder-length hair styles. It becomes all the odder in the context of further education where it is frequently claimed that a more adult atmosphere makes it possible to take a more relaxed view of discipline and a more functional view of authority.

But there are deep psychological issues here: why does the established order appear to be so easily threatened by a change of female fashion or eccentric ways of arranging hair on the male face and head? And why, given this strange sensitivity, does it so frequently make itself felt in educational institutions to make heads, principals and education authorities look ridiculous?

— Editorial from The Times Education Supplement, 19th February, 1971.

For Exercise 7

## 'DRESSER-UP' WON'T BE BOUND OVER

## 'JUST GOOD FUN' SAYS MAN IN HIGH HEELS

When Reginald New wore women's clothing in Halesowen shopping centre he was behaving in a manner likely to cause a breach of the peace, the town's magistrates decided yesterday.

New (54) of Hawbatch, Bewdley, who was brought before the court under the Justices of the Peace Act, 1361, should be bound over in the sum of £25 to keep the peace for 12 months, the court said.

But New, who said he had shopped similarly attired in Stourbridge, Kidderminster, Dudley, Worcester and Birmingham without any trouble, declined to be bound over and said he would appeal to Worcestershire Quarter Sessions.

He was sent to prison for one month, the sentence to be postponed for 14 days to give him time to lodge an appeal or to agree to be bound over.

New was arrested by a policeman in Queensway, Halesowen, one Saturday afternoon. He was then wearing a low-cut see-through blouse, through which a bra was visible, tight black slacks, stockings, beads, high-heeled shoes and false eyelashes.

At an earlier hearing Inspector Alan Bannister said that though New was committing no offence "his mode of dress was causing people to stare and mutter and there was a very real danger that a more unruly element would offer physical violence to him".

At yesterday's resumed hearing, New, who pleaded not guilty, continued his defence. He spoke of intolerance, and "the petty little Hitlers – the tyrants in my life."

Police had interviewed him after the Christing Darby Murder, and he had also been barred from Kidderminster public library.

He read out what he said was a history of persecution by neighbours and traders. "People imagine that my sole object in life is to seduce, 'he said. "I am not homosexual – the very thought of it sickens me. I certainly hope to marry again one day when financial circumstances permit."

Over a two-year period he had been shopping in women's garb in Kidderminster, Stourbridge, Dudley, Worcester and Birmingham.

"There has been no suggestion of physical violence. I have had wolf-whistles and giggles but nothing malicious."

"The police have tried to turn me into a criminal. What happened in Halesowen was just good-natured fun. There was no liklihood of a breach of the peace".

New added that he had a kilt on order from Scotland, and hoped to be wearing it and having four-inch heels specially made for him.

The chairman of the bench, Mr. Eric Emery, said "This bench is quite satisfied that there is no suggestion of any collusion or persecution on the part of the police."

But when Mr. Emery said that New would be bound over, the defendant asked: "Does this mean that I won't be able to go around dressed the way I want?"

Mr. Eric Price, magistrates clerk, replied: "If you mean going around in such a manner likely to cause a breach of the peace, the answer to your question is yes."

New then refused to be bound over, said he would appeal, and added that he would probably take legal advice.

– Express and Star, 22nd September, 1970.

# The Association for the Teaching of the Social Sciences

## Membership

Ordinary (for individuals): £4.00p.a.
Corporate (for schools, colleges etc.): £6.00p.a.
Associate (for libraries, publishers etc.): £4.00p.a.
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Application forms are available from Chris Brown, 19 Mandeville Gardens, Walsall WS1 3AT.

## Publications

Members receive one copy of all publications free. Additional copies and back numbers are available to members at reduced rates as shown below. Postage is extra except for The Social Science Teacher (Second Series) and Briefings. All publications may be obtained from Chris Brown. Orders for Briefings only should be sent to Roland Meighan, 7 Green Lane, Great Barr, Birmingham B43 5JX.

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| Vol. 5, No. 1 Dec. 1975 | 40p | 60p |

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|---|---|---|
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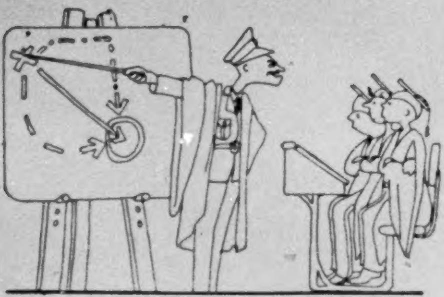

# BRIEFINGS

ASSOCIATION FOR THE TEACHING

OF THE SOCIAL SERVICES

## No. 2 INDIVIDUAL STUDY FOLDERS

by Roland Meighan

An individual study folder is a collection of materials or suggestions for activites in a folder of some kind, so that an individual can work alone, or with minimum supervision and consultation.

Some Uses: (1) a whole course can be based on folders,
(2) a section of a course can be based on folders,
(3) folders can be used as an optional part of a course,
(4) folders can be used for revision or for absent students to catch up on work later.

### Types

(a) Stimulus Folder: consists of a collection of items on a topic that leaves a student to design the programme of study. Consultation with the teacher may be considerable, especially at the outset.

(b) Linear Folder: consists of items that are programmed so that there is a set sequence of questions or tasks to follow. Consultation with the teacher is at a minimum if the programme is clearly thought out.

(c) Multiple Stage Folder: consists of a first stage, designed as a linear folder, and other stages. These additional stages can be: (i) linear, or part-programmed, or like stimulus folders; (ii) necessary parts of the study, or choices of options or entirely optional.
Consultation with the teacher tends to increase with the more choice based stages.

(d) Network Folder: consists of a collection of items on a topic arranged in sub-topics, so that there are various possible sequences through the network of sub-topics that students can choose. Consultation with the teacher tends to be at a minimum.

(e) Research Folder: consists of propositions and hypotheses to test as a means of using items in the folder. Consultation with the teacher tends to be highest with a student's first experience of this type of folder.

(f) Learning Choices Folder: Some, or all of the above alternatives are present in one folder, so that a student can choose his mode of learning. Consultation again tends to be highest with a student's first experience of this type of folder.

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The Briefings Series is edited by Roland Meighan, School of Education, University of Birmingham, Birmingham B15 2TT, England.

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(g) "How to Make Your Own Folder" Folder: consists of suggestions about how to collect appropriate material and ideas for activities, and how to use these for personal study, and to make a folder to add to the collection of folders available for general use.

Contents:

Folder contents may consist of the following in any combination:

(1) Print – newspaper cuttings, magazine articles, leaflets, typescript, photocopied items, duplicated materials, etc.

(2) Pictorial – photographs, paintings, diagrams, tables, charts.

(3) Filmstrips and slides – slides are more convenient both for storage and for using with a hand viewer. Filmstrips can be converted into slides without too much effort (approximately one hour for a 30 frame filmstrip for "unskilled" labour).

(4) Tapes and records – cassette tapes are more convenient for both storage and playback.

Tasks:

Students may be set various tasks in a folder including:

(a) write notes under headings provided,
(b) complete sentences provided,
(c) write an essay,
(d) make a tape recording,
(e) prepare an exhibition,
(f) prepare a duplicated report for the class,
(g) prepare a verbal report for the class,
(h) make a photoplay,
(i) make a new study folder.

Further Points:

(1) Although entitled individual folders, pairs of students or small groups can work from a folder. When a collection is first being built up, use in pairs limits the strain on preparation time.

(2) A variety of tasks within folders ensures some breaks in the routine of individual study lessons, since some lessons will be needed for the class to receive verbal reports, watch photoplays, discuss an exhibition, listen to tape recordings or receive any other "end products" of folder activities requiring an audience.

(3) Folders allow a networked approach to content, whether for examination or other purposes, so that students can choose their own route through the collection of folders available.

(4) Students may often prefer linear folders to start with, until they are familiar with the method and confident enough to branch out into the other types.

(5) Gaps in the collection may effectively be filled by students using the "How to Make a Folder" Folder, to the benefit of both student and teachers.

## Starting and Developing a Collection of Folders

(1) There is now available a range of commercially produced packs, folders, and individual study booklets so that these may be used at the start and prevent a repeat of the writer's experience of sacrificing a whole summer holiday to devising his first basic collection of folders. From this a mixed bank of commercial and home made folders can usefully be developed. The home made folder has the advantages of covering local aspects and being tailored to personal concerns. A very useful commercial source for older students, 15 years upwards, is the collection of units of the Schools Council Sixth Form General Studies Project.

(2) As a collection develops, the provision of a variety of types of folder on the same topic increases the choice of learning styles available to students.

(3) Some provision has to be made for the maintenance problems of a collection of folders:
- (a) The contents date, and may need periodic revision.
- (b) The contents may suffer from wear and tear, and some repair and replacement is necessary, so copies rather than irreplaceable originals are recommended whenever feasible. Alternatively, originals need to be protected in some way in the case of print, covered in plastic transparent film or pasted on to cardboard.
- (c) Booking out procedures, recording present user's name, and storage become necessary as a collection grows.

(4) Topic extensions become useful after a while. "Further Aspects of . . . . " folders then become a feature and can be produced by students using the "How to Make a Folder" Folder.

## A Comment on the Learning Situation.

The uses of a collection of folders can range from effective preparation for external examinations to a deliberate policy of shifting gradually from teacher-directed learning to materials-centred learning to student-centres, self-directed learning. Folders can cope with both a set syllabus or an open networked syllabus. They are therefore a very useful and flexible addition to the repertoire of teaching methods.

Further reading:
L.C.Taylor (1971) Resources for Learning Penguin

Some sources of Commercial Folders and Packs.

Schools' Council General Studies Project. This is perhaps the most useful single source and perhaps the best value for money. Details from Longman Resources Unit, The Shambles, York. The 200 individual units cover the themes of China, Conflicts, Crime, Economics, Education, Environment, Family, Popular Arts, Population, Science and Responsibility, Africa, Planning, Genetics and Evolution, Living in Britain, Nazi Germany, Towns, Religion and Politics.

Jackdaws There are over 100 Jackdaws covering many historical themes and some social studies topics. Details from Jackdaw Publications, 30 Bedford Square, London, W.C.1.

Viewfinders These are structured class and group study boxes and are available from Macmillan Education, Houndmills, Basingstoke, Hampshire. Themes covered include: You and The Law, You and Your Parents, You and the Environment, and You and Your Leisure.

Labour Party. Two folders on Women in Society, and Women in Politics are obtainable from the Labour Party, Transport House, Smith Square, London S.W.1P 3JA.

Times Newspapers. Folders available from Times Newspapers, New Printing House Square, Gray's Inn Road, London, WC IX 8EZ. and cover the topics of Censorship, T.V., Strikes, and Charity.

Starter Packs are published by Ward Lock.
The packs are networked and cover the topics of People Differ, and Us and Them.

Schools Council Integrated Studies Project. Folders available from O.U.P., Walton Street, Oxford, OX2 6DP and cover the topics of Getting to Know You, Silent Language, Myth and Meaning, Finding Out about the Remote Past, Finding Out about the Recent Past, Finding out about the Community, Finding out about Groups.

Voluntary Committee on Overseas Aid. Details of a range of stimulus folders are available from V.C.O.A.D., 69 Victoria Street,London, S.W.1. Topics include, Attitudes, Education, Food and Agriculture, Aid, Trade, Population Growth, Rich World/Poor World, Health, Industrialisation.

# THE SOCIAL SCIENCE TEACHER

**Journal of the Association for the Teaching of the Social Sciences**
**Vol. 5 No. 3 April 1976**

## EDITORIAL

This edition of the journal reflects the editors' concerns with the issues surrounding Social Studies teaching at 13-16, and examining at 16 plus. It includes articles aimed at informing and stimulating debate in this area. It also represents an attempt at bringing the Social Science Teacher down to earth by looking at what actually happens in some classrooms! Important issues can be broadly identified under two headings: one is the confusion surrounding CFE, CEE, and their relation to 'N' and 'F' levels. The second is the more urgent concern about syllabus content and assessment techniques at 16 plus, and crucially, what counts as sociological knowledge in both these areas.

It would seem that many new ideas about content, method and evaluation are at present being developed under the CSE Mode III format (see the Starcross example in this issue). Mode III 'O' levels are much less common, and appear to be more difficult to establish. The existence of these two examinations is inherently divisive and their differences reflect, we suspect, that educational innovation is more easily achieved in low status areas of the curriculum and with so-called 'less-able' students.

CSE has great potential for overcoming these problems in that the Schools Council has recommended that it should be available under all 3 modes, and that it should offer a common 7 grade system for all candidates. In order that this potential is not wasted, we feel that ATSS should be closely concerned with articulating the wishes of those who are teaching social science in the 13-16 age range. The malaise surrounding the breakdown of ATSS influence in the London area, in our opinion, reflects the painful fact that ATSS has failed to articulate the opinions of those very teachers in the past. Not only this, but ATSS has failed to provide any mechanism by which expertise and advice can be passed on to, for example, teachers wishing to adopt a CSE Mode III, let alone a Mode III 'O' level. Finally then we would like some feedback from people who are willing to make a start on improving this situation. Please send correspondence to the editors of this edition.

The views expressed in this edition of the Social Science Teacher (Volume 5 No. 3) – particularly those of the editorial – do not necessarily reflect the views of ATSS.

JT SC

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# ATSS NEWS

**Compiled by Chris Brown**

## MORE LOCAL BRANCHES

At the January meeting of the ATSS Council, four new branches were created — Avon, Bedfordshire & Hertfordshire, East Anglia and West Yorkshire. There is no doubt that meetings at a local level can provide teachers with valuable opportunities to exchange ideas and discuss common problems and we are therefore aiming to support a nationwide system of branches based, as far as possible, on easily accessible centres. In addition to the reorganisation of the London area which is currently proceeding, it is hoped to form branches in Kent, Surrey, Wessex and Merseyside before the end of the year but following a successful meeting in Brighton it seems likely that Sussex will be the next new branch.

The conditions for creating a branch are that there must be at least thirty members in the proposed branch area and a group of people wanting to organise local activities. If you think there should be a branch in your area, please get in touch with me.

## ATSS 'AGONY' PANELS

As well as developing local activity we are also planning to improve the central support services of ATSS by forming small groups to act as advisory panels. The first panel is concentrating on helping new social science teachers as they leave college. The second, set up by the Council in January, will be concerned with the teaching of social studies. If you would like to know more about it contact Helen Burchell, 18 Northwood Road, Highgate, London.

## THE ATSS AND THE WORLD

One function ATSS performs which most members know little of, is providing persons to serve the interests of social science and the Association on other bodies and organisations. A full list of these representatives is included in the ATSS Directory which appears elsewhere in this issue. The representatives are elected by the Council and they submit a report to each Council meeting.

We hope, in future, to make it possible for more members to have an opportunity to act in this way and it should be possible to advertise most vacancies in The Social Science Teacher. However, there will still be situations where we are asked to submit the name of a nominee before there is a chance to circulate the details in the journal. For this reason I would like to hear from any member who would be interested in making some contribution in this way. Thus when we are asked to fill any position and there is no time to circulate all members, I can at least inform those who are most likely to be interested.

## TWO MEN AND A JOURNAL

Up to now the production of The Social Science Teacher has been in the hands of anyone foolish enough not to keep them in his pocket but in January, Council elected a new General Editor — Roland Meighan and a Business Manager — Frank Reeves. Frank and Roland intend to act as a team on both jobs. It is still intended that each edition of the journal should be the responsibility of a separate editorial team but, along with the Reviews Editor and the Circulation Manager, the new central team will co-ordinate the activities of the local teams, ensure overall balance, maintain production continuity and seek advertising support.

## WORKING FOR ATSS

At the same time as expanding the work of ATSS, we have been trying to ensure that the workload is spread over as many people as possible. At present there are two jobs with which we need some help: we need an External Relations Officer to co-ordinate and develop ATSS links with other bodies and we also need someone to take some initiatives in developing new branches — this latter job is currently being done by the Chairman. If you find your life dull and boring, if you are listless and your evenings empty — then work for ATSS and be exhausted as well! Contact me if you are interested.

## CEE AND ALL THAT

Following a debate at the January Council, it was agreed that ATSS should inform Schools Council that more time was needed before final decisions on new CEE and 16+ exams were taken and that they would be best taken in conjunction with decisions on the proposed N and F exams.

## DIARY FILLERS

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|---|---|
| April 20/23 | ATSS Easter Course, Lady Spencer-Churchill College of Education, Oxford. |
| April 24 | East Anglian ATSS. Visit to Bate's Wood Natural Resources Centre, Denver Wind Common Rural Crafts Centre, Downham Market, Norfolk, 2.30 p.m. |
| May 1 | The Teaching of Sociology and Social Studies in Secondary and Middle Schools. Totley-Thornbridge College |

| | |
|---|---|
| | of Education, Totley, Sheffield S17 4AB. Speakers include: Charles Townley, Bob Anderson, Trevor Higginbotham and, hopefully, Michael Duane. Further details from Mrs. E.S. Thornes, Sociology Dept. Tel: Sheffield 369941 ext. 242. |
| May 15 | West Midlands ATSS. Social Science Trails. Univ. of Birmingham School of Education. 10.00. |
| June 11/12 | Association for the Teaching of Psychology. Teaching Psychology in the Medical and Nursing Fields. The Postgraduate Centre, London Chest Hospital, Bonner Road, Bethnal Green, London E2. Details from Mrs. P.M. Wright, 11 Lawrie Park Avenue, Sydenham, London SE26. |
| June 17/19 | Sociologists in Polytechnics. Annual Conference. Lanchester Polytechnic, Coventry. The themes of the conference are: Sociology in professional training; Sociology in the community; and Sociology and social policy. Details from John Selby, Department of Applied Social Studies, Lanchester Polytechnic, Priory Street, Coventry CV1 5FB. |
| Sept. 17/19 | ATSS Residential Conference, West Midlands College, Walsall. |

## ECONOMICS

The Winter 1975 edition of Economics, the Journal of The Economics Association, includes an article by Prof. Walter Elkan which is critical of the growing emphasis on the mathematical treatment of economics and urges that "economics is a social science and must be taught in a broad social science context." Another article attempts to apply Bloom's taxonomy of cognitive objectives to economics (no mention of affective objectives) but the 'humanistic' trend of the edition is continued in an interesting, if somewhat superficial, discussion of various forms of interaction analyses for the economics teacher in the classroom. Requests for copies should be sent to the General Secretary, Economics Association, Room 340, Hamilton House, Mabledon Place, London WC1H 9BH.

## MODERN STUDIES

The latest issue of MOST, the Journal of the Modern Studies Association in Scotland, is devoted to industrial relations (Number 10, January 1976).

It is available, price 75p, from W. Jamieson, 46 Randolph Road, Stirling, FK8 2AR.

## THE NEXT TWO EDITIONS OF SOCIAL SCIENCE TEACHER

The next edition of Social Science Teacher will be a special edition on:

SCHOOL TEXTBOOKS AND CURRICULUM PROJECTS

and approximately twenty well known classroom texts for CSE, 'O' level and 'A' level Social Studies, Sociology and Social Science courses will be compared, and about ten social studies/humanities curriculum projects analysed.

Editors: Roland Meighan and Frank Reeves.

The following edition will concentrate on:

GAMES AND SIMULATIONS

and it will be edited by:

Keith Poulter, 74 Cherry Tree Rise, Buckhurst Hill, Essex. (01-504 0804)
Michele Ryan, 39 Parkholme Road, E.8. (01-249 3072)
Mary Bos, 86 Nightingale Road, Clapton, E.5. (01-986 8073)

*(Ideas, contributions and suggestions welcomed!)*

## HELEN REYNOLDS, ATSS REPRESENTATIVE ON THE A.E.B. STANDING ADVISORY COMMITTEE FOR SOCIOLOGY, writes:

It is important to note that the A.E.B. considers the ATSS nominee as an individual and not as a representative of the ATSS. However, one way of obtaining comments and opinions from teachers is through ATSS and my role is to act as a channel for such comment. It also provides the Board with an opportunity to contact teachers and canvass opinion in particular areas.

The committee meets three or four times a year to discuss matters relating to 'O' and 'A' level sociology examinations, syllabuses and other matters. Much of the work of the committee is concerned with the final moderation of examination papers, the consideration of comments and complaints from centres and the interviewing of prospective moderators and examiners.

Comments from centres are considered in some depth by the Standing Joint Committee and then passed to the Standing Advisory Committee for Sociology. Few comments were received relating to examinations in 1975.

At 'A' level all centres commenting considered the papers fair and well-balanced. Although it was said by one centre that the time allowed was inadequate for an 'A' level answer, it was agreed by the majority that one of the important skills to be tested at 'A' level was that of organising information within a time limit.

Some comments on the 'O' level paper suggested that centres considered that certain areas were tested with questions which did not allow the candidate the opportunity of showing what he knew. This was in contrast to a comment which claimed that questioning did not indicate the Board was pursuing its policy of reducing the possibility for question spotting and rote-learning. The committee stressed that no order of importance of areas in the syllabus was intended and that the increased range of type of question did, in their view, correspond with the policy referred to above.

Marking schemes are confidential and are substantially modified in standardisation meetings both before and after the examination. However, they will now be discussed, together with the examination papers to which they refer, by the Standing Advisory Committee.

The committee also considers more general matters relating to the future of the 'A' level syllabus and *examination. A working-party is at* present examining the possibilities for change in the syllabus and examination of 'A' level sociology.

The alternatives under discussion include:—

a) a standard one continuing along the lines of the existing syllabus

b) a comparative one with the introduction of a case study element in the examination.

**Option Schemes**

The working-party submits its reports to the to the SAC and recent discussion resulted in agreement that the comparative element would be unsuitable on the grounds that there was a shortage of materials and that the literature available did not lend itself to comparative analysis. An option scheme was suggested as an alternative where specialist interests such as anthropology could be studied in depth. The introduction of casestudy material was welcomed particularly in relation to the options.

The nature of the present 'A' level examination is also under discussion. At present, policy indicates that a wider range of question type is being considered while at the same time maintaining a balance both in content and form of question. As can be seen from the syllabus and examination requirements more guidance is given regarding the two papers and some specialisation is possible.

The SAC is also concerned with syllabuses which may have some overlap with or contain some element of sociology. The recently produced 'O' level Environmental Studies syllabus contained a sociological element. There was some objection to this from ATSS members and these were formulated by Roger Gomm and Bob Anderson and forwarded to J. Franks at the Board for consideration. It was originally hoped that the SAC's for the two syllabuses might have a joint meeting to discuss the points raised. However, this has not proved necessary as the syllabus is moving towards a more science/biology orientation and is unlikely to include the sociological element.

Some proposals for a social administration 'A' level have also been received and there will be some link between members of the SAC's for both Sociology and Social Administration to avoid overlap and duplication in syllabus and examination.

My role so far has been to contribute to discussion on these matters and to act as a link between teachers of sociology and social science and the A.E.B. As a result of comments received at the ATSS Durham conference in April 1975 the Board has agreed that the reading lists for 'A' level may be reproduced in ATSS publications but that the copyright on examiner's reports may not be waived.

The Board is concerned that contact with teachers is maintained and improved. I would hope that any comments or proposals relating to this or other matters dealt with by the SAC would be forwarded to me so that they can be discussed.

I can be contacted at:

*Codsall Comprehensive School,*
Elliott's Lane,
Codsall,
Staffs.

**CHRIS FARLEY, PANEL LIAISON OFFICER, writes:—**

At the last AGM it was decided that the ATSS should set up a number of panels to consider and advise on the activities of the ATSS in specific areas, including Teacher Education, Social Studies, Sociology, Environmental Studies, Politics, Anthropology, Psychology and Economics.

Each panel will be concerned with encouraging valid social science teaching, producing teaching materials (where appropriate), commenting on syllabi, and on proposals for curriculum change, producing guides to resources and critiques of current work.

The Teacher Education Panel has already begun work, and I hope that by the time you are reading this the Social Studies, Sociology and Anthropology panels will also have had initial meetings. However, I am very concerned that the panels should involve a wide spectrum of ATSS membership, and in particular would like to hear from members who wish to participate on the Politics, Anthropology (in association with the RAI), Psychology or Economics panels.

The Social Studies Panel has begun to plan its work and would like to hear from members who would be interested in the work of the Panel. Helen Burchell is acting as convenor of meetings at 18 Northwood Road, Highgate, London. Initially the Panel will be canvassing members to ascertain the main areas of interest and concern under the umbrella title of Social Studies. It will also be concerned with compiling *detailed* resources guides for Social Studies. If you are sitting on information about useful books, films, tapes, games, etc. please contact Helen.

If you want to participate in the work of the Panel, please contact me at:—

32 Ladysmith Avenue,
London E6 3AR.

**CORRESPONDENCE**

34 Hollinwood Road,
Disley,
Stockport,
Cheshire.

Dear Editor,

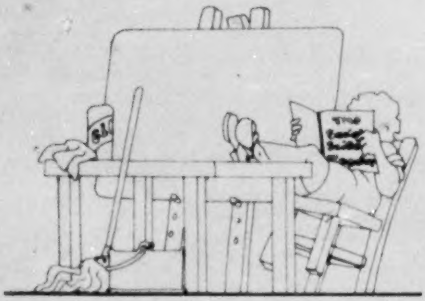
Pleased though I am that John Astley (SST. Vol. 5 No. 1) managed to find something worthwhile in my article (SST. Vol. 4 No. 2), I must admit that his letter puzzles me deeply. He asks 'can sociology not be political?'. But as I tried to point out in my article, it is bound to be so if it takes as its topic the major social issues of the day. And if it does that, its claim to science are vitiated. To call all forms of knowledge 'political' seems to me to be meaningless. It is a product of a spurious dichotomy between 'subjective' and 'objective' knowledge. All knowledge, scientific and lay, is grounded in conventions and agreements. These are the bed-rock of social life. There cannot be any small, still, fixed point of certain knowledge that would satisfy the relativist and the sceptic. Without such conventions and agreements doubt and discussion cannot start. As Wittgenstein noted in his discussion of Moore's famous "refutation" of scepticism, "If you don't know that here is one hand, we'll grant you all the rest". Scepticism and relativism are not refutable, they are simply absurd. To suggest that techniques 'may be subject to political posture in the total cultural sense' puts us back on the round-a-bout I was endeavouring to climb off. To put it simply, we do not have to accept that sociology is inevitably moral, if we reconsider, not the techniques, Mr. Astley, but the subject matter. And that reconsideration may indicate techniques more suited for such analysis.

Since the whole purpose of my article was to make this point, I find the third paragraph of Mr. Astley's letter baffling. Firstly, I have no idea what the *concept* 'the existential line in sociology' is. And I certainly wouldn't expect Mr. Astley to 'go along' with it, since I wouldn't know where it could lead him, if concepts can *lead* you anywhere that is. Secondly, I am intrigued at the thought of being in a cul-de-sac of theory and how that has *consequences* for practice. But what theory and whose practice are being referred to? Certainly, there is no articulation of any purported "ethnomethodological theory" in my article, since, as far as I know, none exists separate from the methods and products of analyses. Using 'politics' (I prefer "moralising" – but no matter) to justify practice and claiming that operation as praxis is an odd way of proceeding but it is not the only way of achieving the unity of theory and practice. As to my 'running away from the realities of social analysis', I am perplexed as to what this can mean. The 'realities of social analysis' must be things like hours of boredom and hard work, flashes of inspiration and intuition and pages of rejected rubbish. It would be very difficult to do any worthwhile sociology without these. If Mr. Astley means the realities of social life, then as I tried to point out, obviously very unclearly, these realities are constituted as an outcome of the practical reasoning of sociologists and laymen alike. If this were not the case sociology would not be the public and practical exercise it so self evidently is. Practical here, of course, does not mean having applications but constituted of practices. Garfinkel's motto "treat social facts as accomplishments" indicated a rich and fruitful field of inquiry not a sterile or impotent one.

I take it that the reference to Auden's teacher is an expression of disbelief in any ability to make what would be contained in the kind of social science I advocated for schools, relevant outside the class-room. And that its irrelevance would be its downfall. To that I would simply ask two questions. "What is sociology's practical relevance now? Where is that body of solid, generative, reliable and tested knowledge out of which solutions to social problems can be constituted?" And secondly, "why does relevance to those kinds of issues seem to be a better kind of criterion than rigour for assessing the merit of fields of inquiry?" Perhaps it is because, as Chesterton pointed out for Christianity, rigorous social analysis has not been tried and found wanting. It has been found difficult and rarely tried.

Yours sincerely,

Bob Anderson.



# ARTICLES

## STUDYING SOCIETY – FOR SOCIAL CHANGE OR SOCIAL CONTROL?[1]

**by Geoff Whitty, University of Bath**

Social Studies courses have frequently been criticised as a not-so-subtle means of keeping the masses in their place. Usually designed for those who have already been labelled as 'failures' in terms of the conventional curriculum, they often concentrate upon the pupils' personal and local environment and have thus been seen as a way of limiting their horizons and presenting the known as the inevitable. In many such courses society is treated as something static and the 'awareness' which they often claim to encourage seems to involve an ability to find one's way around society as it is rather than to look at it critically. A glance down the contents pages of the many text and topic books produced for 'Newsom' and 'Rosla' courses reveals the patronising assumption that pupils on such courses will fit neatly into pre-ordained slots in society and follow particular styles of life. Treatment of the work context and industrial relations abounds with references to the importance of the 'small cog' in the large wheel but rarely raises questions about why some cogs are bigger than others. The sexist assumptions are even more blatant, with one recent book for girls unashamedly including a chapter 'Making the most of yourself – Getting Married'. Time after time, the status quo is presented as normal, unchanging and unchangeable and there is no doubt that John White's charge[2] that these courses amount to 'instruction in obedience' has considerable validity. Social Studies teaching often is a thinly-disguised exercise in social control.

On the other hand, a view of social studies which seems to persist amongst both its staunchest advocates and its fiercest critics is that the subject has some sort of radicalising potential. Many of the students who train to teach social studies claim that they are doing so because social studies is somehow 'different' from other school subjects, less divorced from the world outside school, more likely to encourage a critical attitude towards the status quo and hence more likely to contribute towards social change. Whilst there are certainly also those who advocate the teaching of social science 'for its own sake' and even those who positively celebrate its 'irrelevance'[3], supporters of a wide range of approaches to social studies teaching have, to some degree, seen their work as making an important contribution to change in school and society. What is disturbing for those of us attracted by such a view is the way in which even these approaches have somehow seemed in practice to lose their radical promise and to make their own contribution to the maintenance of the status quo.

The fate of the social studies movement of the nineteen forties and fifties has by now been chronicled many times[4]. This rather amorphous movement was heralded with extravagant claims which have, in fact, left precious little mark upon the English educational scene. Whilst it was certainly not a really radical movement and one of its major obsessions was to develop education to fit the changing demands of British capitalism and democracy after the war, it did propose significant changes in our system of schooling. It opposed the prevailing elitism of the English educational system and proposed alternatives which would open the way for a more 'healthy' society. The argument was that social studies should form a backcloth to more specialist studies and allow every child to 'feel himself to be closely associated with the past and present struggles and achievements of mankind, and to have a personal contribution to make towards future progress'[5]. James Hemming explicitly argued that pupils following courses 'broadened by Social Studies carried on with plenty of project work' were 'adventurous in outlook, approachable and articulate, eager to give their minds to new problems'. Those who followed a curriculum composed entirely of formal subject courses had, on the other hand 'a marked tendency to be parochial in outlook, reserved, conditioned *against* change'. It may well be argued that had the Social Studies movement succeeded in transforming the educational system to produce the creative, flexible and tolerant citizens which Hemming envisaged, they would have bolstered British capitalism more successfully than has in fact happened. It remains the case, however, that this movement fell foul of the traditionalism of the British school system even before its impact on the outside world could begin to be assessed. It failed to make headway in the world where its claimed relevance to Grammar Schools was treated as nothing but a joke and where the Secondary Modern Schools in which it did make some progress increasingly came under pressure to compete with the grammar schools for examination successes in discrete, well-established academic subjects.

Thus it was that the 'liberal' (let alone any possible 'radical') promise of this early social studies movement was largely still-born. Only the more explicitly conservative features of the tradition remained as a target for its successor, the 'New' Social Studies movement of the 1960s. The divisiveness by which such courses were restricted to the bottom streams of secondary modern schools ultimately served only to maintain the elitism of British schools and society. The concept of citizenship encouraged in most of the courses which survived was far from the active one which Hemming envisaged, but rather a passive one in which activity and involvement did not seem to go beyond the ability to fill in an income tax form, remember the name of the local mayor or decorate some old lady's kitchen without pausing to consider why she was permitted to exist in such squalor anyway. Small wonder that their critics dismissed such courses in 'life-adjustment' as 'social slops' and sought for alternatives which encouraged pupils to look critically at society rather than passively accepting their lot in a society seemingly beyond their control. The earlier movement, although it had consciously challenged the prevailing social relations of the school, had ultimately made no significant impact even there — let alone in society at large.

The New Social Studies movement of the 1960s, with which the names of Charmian Cannon and Denis Lawton are closely associated, tried to avoid the pitfalls which had led to the demise of its predecessor[6]. Thus even those who were intensely critical of society at large adopted a strategy which accepted schools as they were. They accepted that high status subjects were derived from academic disciplines and merely argued for an additional subject to be placed alongside the other specialisms in the school curriculum — a social studies firmly grounded in the social sciences. There was still a demand for social relevance and indeed for a questioning attitude towards society but, where earlier approaches had failed to achieve such goals through ignoring traditional conceptions of curriculum, the 'new' social studies was in danger of assuming that the traditional curriculum, and the view of knowledge implied by it, would by its very nature achieve them. Barry Dufour, for instance, argued that 'if we are trying to encourage critical and intelligent thought amongst pupils about human relationships, it seems self-evident that this can only come from a true knowledge of the social structure and the social processes'[7]. The assumption seemed to be that the social science disciplines yielded 'true' knowledge which, if taught to pupils, would necessarily encourage such a critical stance towards the social world.

While this view of the radical potential of the 'New Social Studies' was by no means shared by all its advocates, it was and still is an important strand of thinking amongst those who argue for a social science-based social studies in schools. In its early forms, however, it often failed to look critically at the concept of knowledge upon which it was based, which was intensely conservative and implied a conservative view of the relationship between social scientists, teachers and pupils. Even though, for many of its supporters, the new subject was not academic knowledge 'for its own sake', but social science with a social purpose, many of us as teachers failed to look sufficiently critically at the social relations of our own practice. The New Social Studies movement and the parallel creation of Sociology courses at A and O-level took place at a time when curriculum theorists had a seemingly unbounded faith in the value of the knowledge and methods of enquiry associated with the academic disciplines — a case argued in its most extreme form by Philip Phenix[8].

At the same time social scientists were more prone than they are today to claim that their work produced 'facts' and yielded the 'truth' about social reality in an 'objective' and 'value-free' way. It is therefore hardly surprising that the advocates of social science teaching in schools used such terms liberally in their writings but made little attempt to specify in what sense such expressions were being used. There was an overwhelming confidence amongst them that the knowledge yielded by the social sciences exhibited such characteristics and thus could not fail to be of value to everyone.

It was against this background that many people felt that the teaching of social science in schools would give pupils more understanding of the world in which they lived and hence a firm foundation of knowledge about social structure and social processes, upon the basis of which they could, if necessary, act to change it. Social science could be used to remedy 'half-truths' and make pupils 'critically aware' of the extent to which their own commonsense ideas were distorted by bias and prejudice. In other words, teaching social science could help free pupils from the sorts of parochial concerns and assumptions which earlier social studies courses (with their narrow conceptions of 'relevance') merely served to reinforce. Unfortunately, though, this has often led in practice to a situation in which what is taught is decided in terms of its centrality to the discipline, as conceived in academic circles, with all other conceptions of 'relevance' being lost in the reaction against the supposed 'parochialism' of earlier approaches. It has often also meant that pupils, far from gaining control over their own environment, as the rhetoric of education for 'autonomy' seemed to imply, find themselves in a situation where they depend upon social scientists and teachers for their understanding of it.

The view of knowledge embraced by the 'new social studies' effectively maintains a situation in which knowledge about the world is seen as something produced by scientists, and then transmitted to schoolpupils via teachers. Social science teaching — whether purely didactic in approach or employing some sort of 'discovery' methods — thus, becomes, almost by definition, a process of transmission. The professional social scientist is placed on a pedestal and, even at Advanced Level, the study of sociology largely involves the consumption of knowledge produced by these professionals. Even sociological 'methods' are generally something to be learnt *about* rather than experienced and, when project work was introduced into one A-level sociology syllabus, it was accompanies by this warning:

> Candidates can hardly be expected to make a distinctive contribution to knowledge. The rationale for including project work is to facilitate the learning process by giving greater insight and realism . . . . . The emphasis should be on giving insight and realism — *not* on advancing knowledge and discovering unknown data. This should be left to qualified sociologists who will publish their findings . . . . . (AEB Notes for the Guidance of Teachers, April 1972).

Such findings will presumably be transmitted to the next generation of A-level students, whilst the only recognition of the work of the current generation of students is encapsulated in a single grade upon an A-level certificate.

Lower down the school, many social studies schemes have seemed to encourage more active participation of pupils in the production of knowledge. Here discovery and inquiry methods are a common feature of social studies teaching. Nevertheless, in practice, an emphasis on 'a freedom guided and disciplined by the teacher's clearer perspective of the subject and of the problems' has often made such methods merely motivational devices whereby the pupil may be persuaded to accept the sense someone else has made of the world rather than actively struggling to develop his own. Given the inherent conservatism of much social theory, it is perhaps fortunate that many of our pupils are more sceptical and resilient than Berger and Pullberg feared when they suggested that a few generations of teaching about 'roles' would lead to a self-fulfilling prophecy in which people came to accept passively that they should occupy the social roles they had learnt about in school. There is however some evidence that at least a provisional acceptance of the validity of the knowledge generated by the disciplines is a contributory factor of educational achievement and 'success' in terms of our prevailing social hierarchy. Certainly social science teachers sometimes express concern about their pupils being 'too critical for their own good'.

Many of the highly structured social studies courses which have been spawned by the New Social Studies movement lead, however, not to a critical approach but to either uncritical acceptance or uncritical rejection of the gospel according to sociology. Whilst the former may, in many cases, ensure examination success, neither can be seen as the sort of liberating experience which some of the advocates of social science teaching in schools envisaged. By trying to avoid the so-called 'anarchy' of alternative methods, the worksheets produced by social studies teachers often serve to alienate pupils from their work context rather than giving them an increasing sense of control over their world. 'It's your (i.e. teachers') work, not our work' was the comment I hear from one group of pupils following such a course. Whilst going along with work they do not feel engaged with will do little to enhance pupils' feelings of power and control over their own situation, outright rejection of it is unlikely to serve that purpose either — since it is likely to precipitate a situation in which their autonomy is constrained by forms of social control even less subtle than those entailed in accepting other people's ways of looking at the world. In Nell Keddie's study of teaching about the family and socialisation in a multi-disciplinary humanities programme, those who rejected sociologists' accounts of the world were seen as 'problems', whilst those who were prepared to accept sociologists' accounts on trust tended to be those who became successful in the school's terms[10]. On the one hand the course seemed in no sense to have enabled pupils to be critical of their own everyday assumptions and on the other it seemed to have encouraged 'sociology-adjustment' or uncritical acceptance of the world as seen by sociologists — the New Social Studies' equivalent to the 'life-adjustment' of earlier approaches. Neither response seems to have entailed a marked increase in the pupils' belief in their power to transcend the status quo in school or society.

There is a sense, then, in which the New Social Studies can be seen as a means of social control as effective as that of earlier courses in social studies. The failure of the movement to challenge the existing social relations of school knowledge has meant that, as much as other subjects, social studies has become something which is done to pupils rather than something which they do. It has come to be perceived as just more 'normal school', much the same as other subjects and not noticeably more relevant to the world outside the classroom. Social Studies has very quickly become part of a prevailing culture of schooling in which pupils feel alienated from their activities and their products. The views of these pupils half way through an A-level Sociology course, which had been preceded by a two year highly-structured course in social science, are not unrepresentative of those I have talked to. Their views suggest that the New Social Studies movement has not, in practice, fulfilled the hopes of its more radical advocates. Asked what they thought sociology was, these pupils responded as follows:

Carol: Back to our first essay (laughter).
David: An A-level subject . . . . .
Geoff: Yes, that's the cynical answer, David. But have you any other . . . . .
David: It's the truth' to a large extent. It *is* just another A-level subject.
Jane: Something I thought I was going to be interested in but I find it a bit boring . . .
Geoff: What do you find boring about it?
Jane: A lot of concepts . . . . .
Carol: You don't seem to get anywhere . . . . .
Jane: (untranscribable) ideas and you can't make any conclusions of your own, they've all been made for you.
Carol: There's all the things you've got to learn to learn other things.

**Geoff:** When you say it's an A-level subject, you presumably have some means of distinguishing it from economics or any other A-level subject?

**David:** Well, I mean, you've got to do as he says — you've got to do reading, you've got to go to lessons and you've got to take notes and um . . . . . it seems you're inevitably bored . . . . .

**Jane:** . . . . . I mean the sheer fact of having to do the same lesson at the same time the same day every week bores me, because I know exactly what I'm going to do . . . . . Once you've left the classroom you don't bother about it until the next lesson.

These comments, and others like them, suggest that Graham Vulliamy's view that a lot of social science teaching in schools conforms to Freire's 'banking' concept of education — and thus has little in common with education as 'the practice of freedom' — has some validity[11].

Vulliamy is one of a growing number of critics who, in recent years, have criticised prevailing approaches to social studies teaching and begun to formulate an alternative and apparently more 'radical' concept of social studies teaching. Such views have emerged partly from the recent radical critiques of schooling and partly from critiques of positivism in the social sciences. It has thus been suggested that the approach to social studies teaching described here as typical of much of the practice of the New Social Studies has something in common with 'commodity' consumption and — in contrast to the hopes of some of its advocates — has become a process of domestication rather than liberation. Indeed as much has been suggested earlier in this paper. At the same time, the crudely positivistic conception of knowledge typical of so much school social studies teaching has been severely called into question by the so-called new directions in sociological theory. Certainly the idea that knowledge generated by the academic disciplines is intrinsically superior to other forms of knowledge is argued with less conviction now than it was ten years ago and certainly the status of sociological method and the knowledge it generates is considerably more in question than is likely to be apparent tu most pupils exposed to social science curricula in schools. This has led to the view that what has been wrong with social studies teaching has been its epistemological assumptions which in turn have necessitated a transmission mode of teaching and hierarchical relationships between teachers and pupils. For Vulliamy, amongst others, this has pointed to the conclusion that if we get our epistemology right we can transform social studies teaching so that it becomes truly 'the practice of freedom'.

Vulliamy argues that critiques of positivist social science relieve teachers of the necessity of teaching their pupils correct 'facts' about the social world of even, presumably, correct methods of studying it, if by that is meant methods which will produce the 'objective' account of that world. Any sociological account, he argues, 'must remain simply one particular interpretation of social reality'. This frees teachers to co-operate with their students in 'doing' sociology in the sense of 'thinking critically about their everyday assumptions (and about the assumptions their teachers make)'. Through this process Vulliamy predicts that students will become aware that alternative assumptions and alternative social structures are a possibility and that they can actually shape their world as opposed to being shaped by it. I want however to suggest that, for a number of reasons, the claim that such an approach will finally fulfill the elusive radical promise of social studies teaching should itself be looked at 'critically'.

For many teachers critiques of positivist sociology do not of course have these implications anyway. For some they imply that sociology should be celebrated as one 'language game' amongst many which 'like Philosophy, would leave the world as it is' — and some embryonic attempts have been made to develop such courses based on an ethnomethodological sociology[12]. For others 'new directions' in sociology have been treated as incremental additions to existing content in social science courses — either generating new 'facts' about everyday life or new perspectives to be learnt *about* along with all the others. None of these approaches radically challenges the status quo in the way Vulliamy proposes, and none of them is likely to lead teachers into conflict situations in either school or society. More significantly, however, Vulliamy's own interpretation of these critiques may equally lose its radical potential within the contexts of schools as they are. The admittedly few attempts I have seen to operate with such a radical conception of social studies suggest that liberating the minds of pupils from the world-taken-for-granted and restoring to them a sense of subjective power to restructure reality is less easy than Vulliamy implies.

Whilst there certainly have been occasions where I have seen social studies generate a conscious excitement that the world might be different, there have been more instances where attempts by teachers and student teachers to operate in radically different ways have been met by 'what's he on about?' or 'so what?'. The former response indicates the difficulty of challenging the tacit assumption that, whatever the theoretical niceties, schooling essentially involves the transmission of knowledge from teacher to pupil. The 'so what?' response recognises that, despite the apparently liberating epistemology with which teachers of this 'alternative' social studies may be operating, the real world of existing social relationships is not so easily transformed. In a situation where the constraints of timetables, examination syllabuses, unsympathetic colleagues are placing severe limitations on the teachers' power to transcend what he feels ought to be different, it is difficult to feel that sort of 'insulated' radicalism which Vulliamy proposes will be sufficiently powerful to achieve the ends which he forsees. Whilst the approach may meet some of the criticisms of conventional sociology teaching, as expressed by this A-level student, it still fails to meet the central point:

> In . . . . . perhaps . . . . . in the real world, it's . . . . . you know, I mean things happen immediately, possibly explosive – and you get it in such a canned form . . . . . (You learn about) proletarian, capitalist, and this sort of thing. Yet, you know, the place you learn about this is on the streets – not in the classroom . . . . . or from personal experience, or perhaps from meetings with really dedicated people . . . . .

To appreciate the real possibilities for transcending the status quo, one has to experience change as a collective endeavour not *merely* as a theoretical possibility.

If, as seems likely, consciousness of the real possibilities for change will only develop in the context of a practical struggle to transform reality[13], then this sort of 'alternative' social studies course may be less of a threat to the status quo than some of the more hysterical sociology-bashers might suppose. If the aim of such courses is to 'raise consciousness', we must look carefully at the way such activities are perceived by our pupils – even if this threatens our own sense of purpose as isolated subverters of the status quo. Schools are not unambiguously institutions of social control, but changing the social experience of schools for their pupils is an activity which will involve those of us committed to it in an active struggle with more than merely 'epistemological stances'. Some ideas which are suggestive of the sort of approach which might more genuinely contribute to the transformation of consciousness were generated by the Social Education Project at Nottingham[14]. This did seem to offer pupils the possibility of experiencing the power to transcend the status quo – to go beyond their existing understandings of social reality and experience that transcendence as something achieved by them in collaborative work with others. They did not feel forced to accept (or indeed reject out of hand) someone else's way of looking at the world. What was particularly interesting about this project was the way in which, after taking control of their own learning situation, pupils had the desire and the opportunity to see if they could achieve change beyond the school. Of course, some of their confidence was shattered, but it was shattered in a social context which could well contribute to a fuller understanding of the nature of the collective struggle for change.

However, if this Project did make a serious effort to break down in practice the prevailing relations of 'dependency' which characterise so many schools, it was by no means an unqualified success[15]. It remained an isolated experiement even within many of the schools which showed an interest – it remained a way of keeping non-examination pupils amused. As such, it could be classed as 'non-serious' or indeed 'non-educational' activity and, if it merely meant that previously disaffected youth smashed up less telephone kiosks, it may well just be a further example of social education as social control. It must also be recognised that this project has probably made less impact on the minds of teachers than many of the others and, since it neither produced packs of 'goodies' for pupils to consume nor told teachers how to do what they were already doing 'better', it will quite possibly remain marginal. Nevertheless it does seem to me that it points to some quite exciting possibilities for transforming the nature of teacher-pupil relationships and providing opportunities for experiencing the struggle for change rather than merely theorising about it. However, unless teachers are at the same time prepared to engage in a parallel struggle with others to transform the social context within which such experiments take place, then such activities *will* continue to be characterised as less than 'serious' education and their radical promise will be lost as their less controversial aspects are assimilated into the life of schools as they are.

I am not arguing that those of us who retain the conviction that social studies has some radical potential should abandon the struggle to change our classrooms, but that we must also be involved in a broader struggle if we are to be anything but a safety-valve to preserve the status quo. If we are realistic, we must be aware of the argument that places such as China, Tanzania and Cuba – where schools do seem to be making an important contribution to the changing of consciousness – are also places where the contexts of schooling have been radically transformed and the barriers between school and the outside world removed. At the same time, however, we should recognise that some of the constraints on our own activities are being removed by apparently contradictory influences – with the fragmentation of school experience typical of the traditional timetable being eroded by bureaucratic rationalisation and the insulation of school from the outside world collapsing before the authorities' demands for cost-effectiveness. These are all opportunities to transform the social contexts of social studies teaching which we must exploit if our work is ever to realise in practice that radicalising potential which in theory it has so often seemed to offer.

## NOTES AND REFERENCES

1. This is an edited version of a paper which will appear in G. Whitty and M. Young **Explorations in the Politics of School Knowledge,** Studies in Education, forthcoming. Some of the issues raised in the paper are explored at greater length in D. Gleeson and G. Whitty: **Developments in Social Studies Teaching,** Open Books, forthcoming.
2. J. White: 'Instruction in Obedience', **New Society,** 2nd May, 1968.
3. For a recent example, see B. Anderson: 'Sociology and Social Studies – a Cautionary Note', **Social Science Teacher** 4 (2), 1974-75. This provoked the response from J. Astley in **Social Science Teacher** 5 (1) that, 'by running

away from the realities of social analysis', Anderson might be 'leaving himself open to sterility and impotence' and thus ending up 'like the teacher in Auden's poem, "Lecturing on navigation while the ship is going down"'.

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6. Details of the development of the New Social Studies can be found in D. Lawton and B. Dufour: **The New Social Studies**, Heinemann, 1973. This handbook also shows that by the early seventies the advocates of the New Social Studies were beginning to adopt a somewhat less narrow and rigid conception of the subject than that which characterised their earlier statements. Its central features were, however, retained intact.
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## SOCIAL SCIENCE AT SIXTEEN PLUS – THE COMMON EXAM

**By Peter North, Avery Hill College of Education**

**INTRODUCTORY NOTE:** There can be no doubt that the current debate over the future structure of examinations is confusing. However, to clarify certain issues raised in the last edition of The Social Science Teacher, it might be useful to state the age-categories as currently proposed.

**16+**

The Common Examination, combining G.C.E. 'O' level and C.S.E. Also known as The Certificate of Education Foundation or C.F.E.

**17+**

The Certificate of Education Extended or C.E.E. An up-graded version of C.S.E. for students who have followed a one-year course in the sixth-form or College of Further Education.

**18+**

'N' and 'F' – the proposed examination to replace G.C.E. 'A' level and to be taken after two years in the sixth-form or Further Education College at two levels – 'Normal' and 'Further'.

On the 7th July, 1970 the Governing Body of the Schools Council stated 'that there should be a single examination at 16+'.

Five years, and £250,000 later, the Schools Council issued a report: 'Examinations at 16: Proposals for the Future'. The major part of that report is concerned with the results of 48 studies which were established to assess the feasibility of a common examination covering the entire C.S.E. and G.C.E. 'O' Level ranges over a wide range of subjects. Each feasibility study involved two or more examination boards, covering both G.C.E. and C.S.E. and these worked together, through a joint working party, to devise and carry out an assessment of candidate performance in an area of the curriculum. In all, 22 subject areas were involved in such studies.

One of the 48 subject consortia was concerned with the feasibility of examining at 16+ in the social sciences. In comparison with other consortia it got off the ground late, not examining until summer 1975, and not required to report to the Schools Council until December '75 – after the main report on the feasibility studies had been published. Like most of the other consortia it involved a C.S.E. Board – in this case the Metropolitan Regional Board covering the London area – and a G.C.E. Board – The Associated Examining Board. Both Boards offered Mode I Syllabuses in the subject area and had extensive experience of Mode II and III examining. The first meeting of the Working Party (composed of representatives of the two Boards – chiefly Mode I examiners, panel members and officials of the Boards) was held early in 1973. Its first task was to draw up an examinable syllabus suitable for candidates in the range of ability between the 40th and 100th percentiles. This range of ability, laid down in Schools Council Examination Bulletin 23: 'A Common System of Examining at 16', comprises the range normally included in the present C.S.E. examinations. This syllabus then had to be converted into a form of assessment suitable for the range of ability, which would provide 'adequate discrimination' across the range.

A comparison of the Mode I syllabuses of the two Boards revealed many significant differences, not least being their titles. The AEB syllabus is 'Sociology' and provides a survey of the social structure of modern Britain with an underlying element of sociological concepts and a sprinkling of research methodology. The MREB Mode I is 'Social Studies' and predominantly civics and social education. As there was obviously no virtue in attempting a synthesis of the two approaches the working party started from scratch. The title of the trial exam was to be 'Social Science' and the first task was to determine the range of concepts, skills etc. which could be gathered under that term.

It was decided that the supporting disciplines were to be Sociology, Psychology Economics and Politics. These formed the basis of discussions on the concepts which were then used to build up the syllabus. At this stage three fundamental principles of the examination emerged. Firstly, candidates were expected to be able to use concepts rather than just know them. In fact the 'idea' enshrined in the 'concept' was thought to be more important than its definition. Secondly, the syllabus was intended to encourage an inter-relationship between different aspects of the social structure, different concepts, and different disciplines. Teachers were expected to interpret the syllabus and not to use it simply as a list of teaching topics. Thirdly, there was to be an emphasis on Social Science methods. In retrospect I think it is fair to say that the assessment of conceptual understanding was not always appreciated by the teachers and proved difficult to assess across the range of ability. Inter-relationships of different aspects of the social sciences likewise proved to be a difficult target, though the structure of the examination paper did provide opportunities for varied perspectives on a topic. The methodological aspects of the syllabus were, in hindsight, positivistic though I feel that teachers made little attempt to re-interpret this aspect in a more realistic way and that the proposals were well ahead of the majority of Mode I schemes around at that time, and since. However, the topics in the syllabus were considered as a framework upon which teachers would build their course. 'Concentric' or 'Sequential' interpretations were deliberately avoided as artificial reconstructions of the social world.

**The Syllabus**

### 1. AIMS AND OBJECTIVES

The major aim of the syllabus is that through the methods and materials of the Social Sciences the student should be helped to a critical understanding of society and an ability to make balanced judgements.

The syllabus aims to develop certain skills, knowledge and attitudes relevant to a study of the Social Sciences and it is intended that the following skills should be grasped:

1) The collection of data,
   e.g. a) surveys including the construction of questionnaires.
   b) written sources — books, newspapers,
   c) statistical documents,
   d) interviews,
   e) observer participation.
2) The processing and presentation of data collected.
3) The analysis and interpretation of evidence.
4) The reaching of conclusions from data, together with an awareness that conclusions may be changed in the light of new evidence.

From the acquisition of such skills it would be hoped that pupils would in the future continue to pursue the same attitudes to enquiry and evidence when faced with problems of a social nature.

By the completion of their studies, students should have an understanding of certain Sociological, Psychological, Economic and Political concepts. Students would be expected to develop a scientific attitude towards the study of society and to be aware of the existence within the social sciences of both change and continuity.

### 2. SYLLABUS

The syllabus content which follows is set out in sections merely to facilitate presentation. It is not in any way intended that the sections must be taught in separate compartments.

| | |
|---|---|
| THE INDIVIDUAL IN SOCIETY | What am I?<br>Inborn characteristics and formative influences<br>How individuals learn to live in their societies: agents of socialisation —<br>e.g. the family<br>community<br>play group<br>school<br>work<br>the use of mass media. |
| INDIVIDUAL BEHAVIOUR GROUP CONFORMITY, DEVIANCE | Minority groups, e.g. gipsies, religious sects<br>Crime and juvenile delinquency<br>Illegitimacy<br>Social change. |
| THE FAMILY | Changing role of the family and changing relationships within the family: e.g. democratic family structure, working wives, changing patterns of divorce. |

| | |
|---|---|
| EDUCATION | Changes in structure and function<br>Ability and achievement<br>Informal and formal education<br>Youth culture. |
| SOCIAL DIFFERENCES | Social class in the U.K.<br>Social mobility in the U.K.<br>Comparison with other forms of social stratification, e.g. caste, apartheid<br>Prejudice. |
| WORK AND LEISURE | Meaning of work, its effect on patterns of leisure and other non-work behaviour<br>Technological change and its consequences<br>Industry and the economy. |
| THE ALLOCATION OF SCARCE RESOURCES | Supply and demand<br>e.g. housing<br>wages<br>labour<br>money<br>food. |
| INFLUENCE OF IDEOLOGY & BELIEF ON THE ECONOMY | Price (market economy)<br>Government control (command economy)<br>Mixed economy. |
| THE MIXED ECONOMY IN THE UNITED KINGDOM | Direct and indirect taxations<br>Changing value of money<br>Regulations of prices and incomes<br>Government expenditure<br>The welfare state. |
| POLITICAL DECISIONS | What are the decisions taken in society<br>e.g. town planning<br>education<br>Who makes the decisions? |

**Assessment**

The working party opted quite clearly for a single examination across the whole ability range. Attempts to introduce an 'examination system' based on some initial notion of stratified ability were resisted. In the press reports of the publication of the Schools Council proposals in September 1975 emphasis is laid on the idea of two 'examination systems'. The impression is often given that there are only two alternative forms of 16+ exam. One (grade-range) provides papers of differing levels of difficulty from which the candidates may choose, (or to be selected for by the teacher), and the other, (content-method) which simply allows a choice of syllabus, set books, exam or course work assessment. In fact these two 'examination systems' are alternative to 'a single examination' in which all students follow the same course and take the same examination. We chose a 'single examination' though there was an element of choice within the exam.

Prior to the formal examination all candidates were expected to submit three items of individual work. The Project was to be a major piece of work on an area of study related to the syllabus. In addition two Minor Studies were required. These were intended to be used flexibly by the teachers. They could be course work or extended essays, short pieces of research or an individual contribution to group projects. The choice of media and presentation of both Project and Minor Studies was left to the school, and to the pupil. We were prepared to accept collections of photographs, tape-programmes, short films, video-tapes or anything else which schools saw as relevant for assessment. In fact we received predominantly Projects and mini-Projects with some schools using 'Minor Studies' as course work.

The Written Paper was, of necessity, more complex than the standard G.C.E. or C.S.E. paper. We needed an examination paper which was able to be understood by candidates at all levels of ability; which provided opportunities for all candidates to show their best performance; which assessed the ability to be able to 'do' social science rather than to regurgitate facts; which encouraged meaningful inter-relationships between different aspects of the syllabus; and which – in the end – enabled the Chief Examiner to discriminate fairly between candidates. It was a tall order and that we achieved it in any measure at all is noteworthy.

The first section of the Written Paper consisted of two compulsory questions. These were designed to test the candidates' ability to perform certain basic skills: the ability to derive information from a passage in a newspaper or a statistical table; the ability to relate information presented in one way to the same information presented in other; the ability to perform simple mathematical calculation (e.g. averages) and to understand simple statistical terms. This section carried 15% of the total marks on the written paper. As a guide to candidates the questions were printed in an answer sheet which gave a rough indication of the kind of length of answer required. Throughout sections I and II each question began with simple recall questions and built up to more complex open-ended questions. This can be seen more clearly in the following example which comes from Part II of the Written Paper.

| The Registrar General's Social Classification. | |
|---|---|
| Group I – | Higher professional |
| Group II – | Executive and Managerial |
| Group IIIa – | Clerical |
| Group IIIb – | Skilled Manual |
| Group IV – | Semi-skilled Manual |
| Group V – | Unskilled Manual |

*(a)* Give examples of a typical job which might be found in each of the following groups:

(i) Group II ..............................................................................

(ii) Group III*b*. ..............................................................................

*(b)* In one sentence explain the most important difference between the type of jobs which would be included in Group III*a* and those in Group III*b*.

..............................................................................................................................................

..............................................................................................................................................

*(c)* Give an example of how someone's job might affect other areas of his life.

..............................................................................................................................................

..............................................................................................................................................

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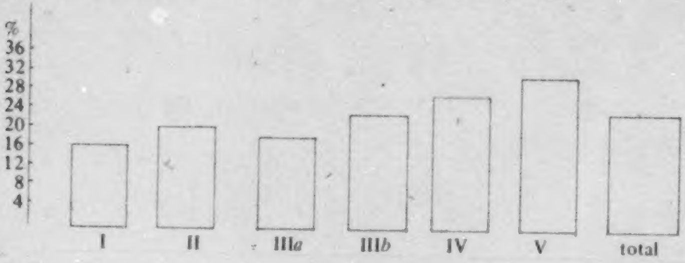
*(d)* Briefly explain what this bar-graph indicates about social class and health.

**Percentage of children who never attend a dentist, by social class.**



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*(e)* Do you agree with the statement "Britain is a class-less society"? Explain your answer carefully. You may give examples if you wish.

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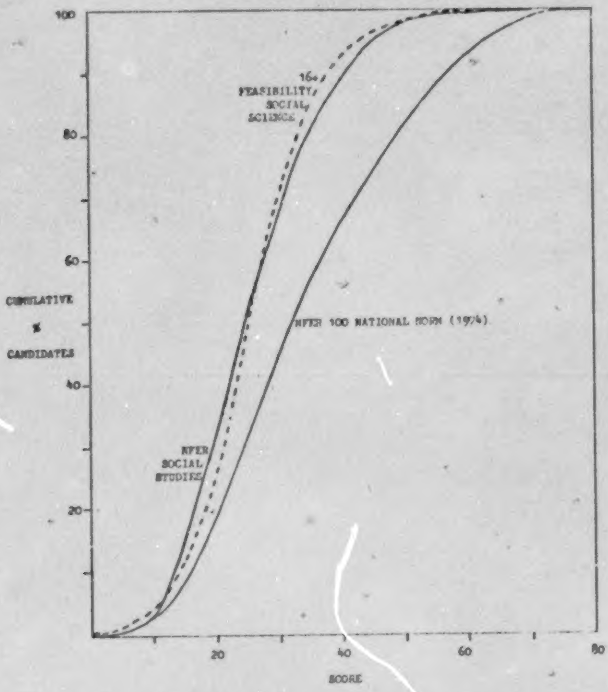
*(You may continue your answer on the next page)*

Each of the ten structured questions in Section II related to one of the main areas of the syllabus and candidates had to answer four of them. This section carried 50% of the total marks on the Written Paper. The final section comprised a series of essay questions of which two were required, carrying 35% of the marks on the Written Paper. The Written Paper itself was allocated 60% of the marks overall on the examination, the other 40% being divided 20% on The Project and 10% for each Minor Study.

**The 1975 Examination**

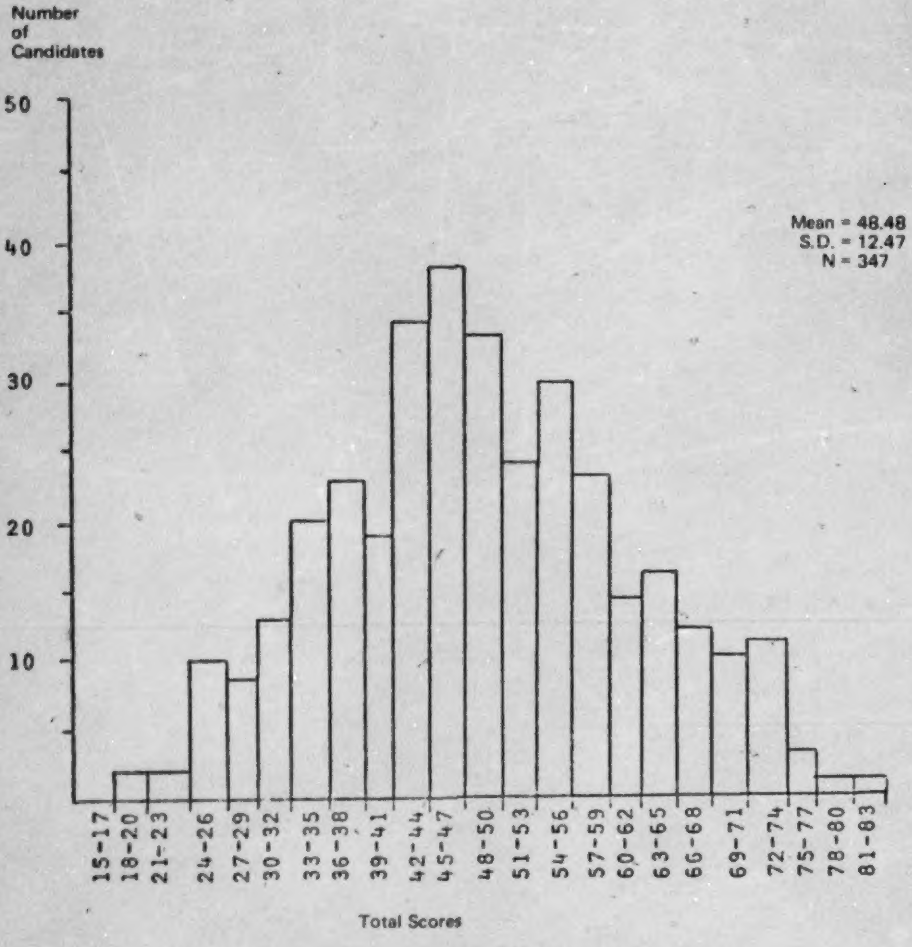
Entry to the feasibility study examination was restricted to those schools which were examination centres for both Boards. This meant that only schools in London which were AEB Centres could enter candidates. Nine schools entered a total of 461 candidates of whom 425 completed the Written Paper and 347 completed all parts of the examination. Just under half of the entry also completed NFER Test 100, a general aptitude test used by the central Examinations Research and Development Unit of the Schools Council as a comparative test for all feasibility studies. Analysis of the grade distribution on the examination is complicated by the fact that though it was a 'common examination' it was forced to operate under the separate rules of the two Boards including two systems of awarding and two grade structures. The change to a 'graded examination' by the G.C.E. Boards to replace the pass/fail concept was an added complication. In the end most candidates received two certificates: one for G.C.E. 'O' Level and one for C.S.E. A G.C.E. Grade of C or above was achieved by 14.69% of the entry and a C.S.E. Grade 1 or 2 by 28.37%. Just under 2% failed to get at least a C.S.E. Grade 5. At first glance these figures may seem to be rather low – certainly so at the top end. However when they are compared to the results of NFER Test 100 and to the 1974 National Norm for Social Studies (NFER) it can be seen that the 16+ candidates achieved results which were broadly comparable to the National Norm. It is worth noting here that the National Norm for Social Studies 1974 is consistently below the NFER 100 National Norm for All Subjects. In other words on aggregate our candidates for the 16+ examination did no better or worse than one might have expected from the available evidence on achievement in social studies nationwide.

DISTRIBUTION OF SCORES IN NFER TEST 100



When one further considers that the median score overall was 48% and the range 18%–81% it seems likely that the examination has a potential to discriminate at either end of the range above that actually employed in 1975. This can be seen more clearly from figure 3.

FIG. 3 DISTRIBUTION OF TOTAL SCORES



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### The Teachers' views

Immediately after the examination in June 1975 all schools were asked to return a questionnaire on the exam. This was followed in September by a teachers' conference. In general the teachers involved approved of the syllabus and the general aims of the exam. This was not surprising considering that they had all volunteered to be involved in the feasibility study and had invested nearly two years' teaching in it. There was concern about the demands on schools of the Projects and Minor Studies. A concern reflected in the Chief Examiner's reservations about their contribution to the overall assessment. Statistical analysis of the results however indicated that different sections of the Written Paper and the Projects and Minor Studies were assessing different abilities.

The complexity and bulk of the Written Paper also gave cause for concern. The need to provide a range of opportunities for candidates over a wide range of ability to make valid responses led to an answer book of 32 pages plus a supplementary question book for Section II. It was felt that many less-able candidates would find the sheer size of the question paper and answer book discouraging. To be fair there was little evidence of candidates mis-interpreting the rubrics though the final results do suggest that the bottom end of the range of ability was not adequately represented.

Teachers from a number of the schools were concerned at the low proportion of their candidates who achieved higher grades, especially 'GCE C and above' and 'CSE 2 and above'. The teachers' estimates of their students' abilities seemed to indicate that a higher proportion of higher grade results should have been achieved. The feeling of the Awarding Committee, (including C.S.E. and G.C.E. representatives, supported by the statistical evidence, indicated that the final standard of awarding was equivalent to that of normal G.C.E. and C.S.E. certificates. The cause of this disparity of view on the final grading may lie in a number of areas. Obviously the skills tested in an examination such as this are not directly comparable to more standard exams. It was a new syllabus and there are some grounds for suspecting the candidates might not do as well when a new syllabus is introduced. It is also a syllabus which places quite heavy demands on a school in terms of the range of teaching. Coming new to it some teachers may have underestimated the demands. It could also be the case that some teachers misinterpreted the idea of a common examination and expected it in some way to open up the way to an 'O' Level pass for their C.S.E. candidates. This could never be the case.

These points notwithstanding, most of the schools which entered candidates for the 1975 examination have indicated that they will be entering candidates in 1976. in addition it is likely that there will be an equal number of new centres entering candidates for 1976 for the first time.

### What then of the future?

After the 1976 Examination period the feasibility studies up and down the country shut up shop. For most of them, including the Social Science Feasibility Study, this means that while the syllabus will still be available for schools it will be examined separately at C.S.E. and G.C.E. 'O' Level.

In the meantime the Schools Council will be debating the future pattern of exams at 16+ as well as CEE, and N and F. Eventually a decision will be reached which will determine the pattern of external assessment until the end of the century. Should the Schools Council recommend a Common Examination at 16+, and should the Secretary of State approve it, we are not likely to see its full implementation until the early 1980's.

As far as the Social Science Feasibility Study is concerned the Joint AEB/MREB Working Party have no doubt in stating that a common examination is feasible. Ultimately however the form of the Common Examination in Social Sciences will, no doubt, be very different from that described in this article. There will be a diversity of approach and Boards will build upon our experience. If the growing interest in a Common Examination shown by London teachers is anything to go by there is a need for such a new approach to external assessment. It is my personal hope that the final decision will not be too long delayed and teachers throughout the country can get down to the job of examining across the ability range with a common examination.

### REFERENCES:

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The views expressed in this article are solely those of the author and in no way reflect the policies of the respective Examination Boards.

(Peter North is Senior Lecturer in Sociology at Avery Hill College of Education. He has been a member of the Joint MREB/AEB Consortium for a Common Examination in Social Science at 16+ since its inception and since 1974 has been Chief Examiner.)

## NEW EXAMS FOR OLD?

**by Keith Poulter, Loughton College of Further Education**

**Current proposals envisage the disappearance of the present CSE and GCE examinations, and their replacement by four new examinations. In this article Keith Poulter, ATSS Chairman, argues that the thinking behind the new proposals is muddled and contradictory, and in part a serious threat to the comprehensive principle.**

On the establishment in 1964 of the Schools Council, it was decided to institute a complete re-appraisal of the sixth-form curriculum and examinations. In 1968, following earlier abortive discussions, two working parties were established: the Schools Council Second Sixth Form Working Party and the Joint Working Party of the Schools Council and the Standing Conference on University Entrance (SCUE). The former was to be primarily concerned with the needs of the growing number of sixth-formers not intending to proceed on to higher education, the latter with those of degree aspirants.

The two bodies reported jointly in 1969, but their examination proposals (the 'Q' and 'F' scheme) were rejected by both SCUE and the Schools Council after considerable criticism. In July 1970 the two working parties were asked to reconsider the matter, within new guide-lines laid down by the Schools Council – primarily that there should be an 'extended CSE' examination for older pupils, less specialisation in the sixth-form, and that the majority of pupils should not have to sit public examinations in each of three consecutive years (i.e. at 16, 17 & 18).

After further study the Second Sixth Form Working Party published a report in June 1972 (Schools Council Working Paper 45), concerned primarily with the curriculum for this age-group but also containing a discussion of the proposed Certificate of Extended Education (CEE). In 1973 the working party published its proposals (WP 46) on the examination structure, simultaneously with those from the Joint Working Party (WP 47).

The working papers quite reasonably point out that the present sixth form examination structure hardly seems to be serving the best interests of its customers (or victims). Even leaving aside the changing nature of the sixth-form, the majority of 'traditional' sixth-formers obtain only one 'A' level pass or none. Unfortunately the working party's terms of reference prevented them from considering seriously whether or to what extent such factors as dropping out of school were due to inappropriate examinations, or whether they had more deep-seated causes.

Nevertheless, the working papers outline some new proposals. For the 'new' sixth there was to be an 'extended CSE' examination, the CEE, to be taken normally at 17+ after a one-year course. The target-group was to be primarily those who had obtained CSE grades 2-4 the previous year. Meanwhile 'A' level was to disappear, to be replaced by 'N' (Normal) & 'F' (Further) level examinations – both to be taken at age 18+ after a two year course. The normal entry for both CEE and N+ F was to be a five-subject one, thus (hopefully? naively?) reducing the degree of specialisation in the sixth-form. A usual entry pattern at 18+ might be two 'F' levels and three 'N's', the former equal in volume of work to ¾ of an 'A' level each, the latter to (i.e. ½) an 'A' level each.

After further extensive discussion a report (CEE: proposals for a new examination) was issued in November 1975, by the Joint Examinations Sub-Committee of the Schools Council. This report recommends the establishment of the CEE, trials of which have now been going on in various schools for several years. The Schools Council is to take a decision on this in May, and if they support the proposed new examination a submission to the Secretary of State will follow. Meanwhile development studies for N+F have been mounted, but the examinations themselves are not expected to be introduced until at least 1980.

So much for the current state of play regarding the proposals of the two working parties mentioned earlier. Meanwhile the Joint Examinations Sub-Committee of the Schools Council (JESC) issued in September 1975 a report (Examinations at 16+: proposals for the future), based on a programme of research and feasibility studies carried out over several years, advocating the merger of CSE and GCE 'O' level to create a single examination at 16+. Before going on to consider the pros and cons of the CEE and N & F proposals, it is worth taking a look at the reasons advanced by JESC for advocating a common examination at 16+. The main arguments may be summarised as follows: –

The examination system should not impose any particular pattern of organisation on schools. Each should be free to determine its own pattern – mixed ability teaching, streaming, or whatever. The dual examination system at 16+ reflects the former bi-partite nature of secondary education, and thus perpetuates an out-dated division. By contrast a common examination would impose no particular pattern of organisation upon a school.

The choice as to whether candidates should be entered for one examination or the other is often an arbitrary one (and often no doubt a self-fulfilling prediction), particularly as children's abilities form a continuum – they do not naturally fall into categories.

The CSE is still regarded by many as a 'second-best' examination. And finally, the requirement to operate the two examinations within the same school can make for considerable difficulties of staffing, class-size, etc., particularly in smaller schools.

Although I personally would like to see the abolition of all exams in school, starting with those at 16+, I nevertheless welcome the views summarised above as at least a step in the right direction, that is the simplifying of the present paper-chase. Furthermore, if comprehensive education is to have any beneficial effects it must mean more than simply putting hitherto segregated groups of pupils together under one roof. It must also logically mean mixed-ability teaching and a common-core curriculum. In so far therefore as the dichotomy between CSE and 'O' level is a hindrance to these developments, I welcome the common 16+.

But what a different picture when we turn to the proposed sixth-form examination structure. Here one examination ('A' level) is to be replaced by two (N & F), and an altogether new one (CEE) introduced. Furthermore the proposals for the two post-16 examination routes, CEE and N + F, have seemingly been proposed almost totally in isolation from one another. There has been much discussion about CEE on the one hand, and much about N + F on the other, but little on the overall structure.

It seems to me that virtually all the arguments that hold good for a single examination route up to sixteen, do so also for the sixth-form. The new proposals would render mixed-ability teaching in the first year sixth almost impossible: in other words the examination structure would impose a particular teaching philosophy on schools. Second, they would necessitate pupils once more being placed in arbitrary categories for examination purposes, categories that in large part would often be self-fulfilling. Third, the CEE would undoubtedly be regarded by most as a 'second best' examination. Fourth, the need to provide for three different examinations within the sixth-form (CEE, N, F) will almost certainly strain the administrative capacity of many small schools beyond breaking point — besides distorting the whole teaching timetable.

More fundamentally even than any of the above is the fact that the deliberate creation of these different examination routes, one for the 'traditional' sixth-formers the other for the 'new' sixth, flies straight in the face of the philosophy underlying comprehensive re-organisation. For it will be only too easy to produce two curricula: one for the academic elite and one for the rest.

For all these reasons, it seems to me that the proposals for post-16 examinations are deserving of the utmost criticism. When this issue was recently discussed by the ATSS Council we contented ourselves with a resolution asking that decisions on these various examination proposals should at least all be taken at the same time, with the implications of the total package considered. There were several reasons why no more positive view was expressed, the most important one being that owing to pressure of other business there simply wasn't time to discuss the issue adequately.

However, I should like to consider briefly two counter-arguments to the above views which were expressed at that meeting. First, it was argued that if one wished to see school examinations abolished completely, as in Sweden, then it is a waste of time and energy campaigning for or against particular proposals: one should simply declare a plague on all their houses. Whilst I find this underlying position attractive, it nevertheless seems to me that in the immediate future we are going to have one examination structure or another, and we might as well have the least of whatever evils we are faced with. Another argument put forward was that, irrespective of the total impact of the proposed examination structure, the CEE would provide, and indeed already is providing a basis for a more relevant education for many sixth-formers than could possibly be provided within the context of the 'academic', formally-assessed 'A' level. Again, I must agree. And indeed it may be that the introduction of the CEE would (will?) be the most likely way in which less illiberal means of assessment might be introduced into the sixth-form — perhaps influencing also whatever exams are introduced at 18+.

Nevertheless it seems to me that we are in grave danger, if current proposals go through, of perpetuating the educational two-nations, within the framework of so-called comprehensive schools. Surely it need not be beyond the wit of man (nor the Schools Council) to devise a single examination scheme which, based on a modular structure, would be flexible enough to cater for the needs of all pupils from 14 to 18; flexible enough to allow each pupil to follow a course of study in whatever breadth or depth was appropriate for him or her as an individual; flexible enough to cater for different levels of performance/development/ability without placing people in arbitrary categories; free from the tyranny of a single examination date; and built around a common core curriculum available to all. This would still be a far cry from a school system freed of examinations altogether: but it would be more liberal than present proposals, and more in keeping with the comprehensive ideal.

# SOCIOLOGY AND COMMUNITY RIGHTS AT CSE MODE 3.

**by Julie Fiehn, Starcross School**

At Starcross school we have developed two CSE Mode 3 syllabuses in the Social Science department, each of which presented very different problems; problems which may well face colleagues in other schools.

## SOCIOLOGY

Our first Mode 3, Sociology, was an attempt to devise a syllabus which all of us in the department felt to be more in line with our own theoretical sociological perspectives, and which was to represent a complete departure from the Mode 1, which all of us, without exception, regard as non-academic, non-sociological and deserving of its 'rag-bag' image. More crucially, we consider that it presents a consensus view of the world in which pupils are required to debate so-called 'social problems' instead of considering the social influences which lead to certain areas of life being considered problematic. In other words, it contains implicit value judgements and it leads to an acceptance of commonly accepted definitions.

Our aim was to encourage pupils to become fairly theoretical in their analysis of society, but using their own everyday experiences as data. We did not wish to impose theoretical schemes upon them, nor to present them with a view of society which they would not recognise or be able to identify as relevant to their own lives.

We all feel that mixed ability teaching at a fairly high conceptual level is both possible and desirable; that pupils of 4th-5th year level are capable of critical understanding and that even partially literate pupils can achieve this kind of understanding through discussion.

The course has now been running for two years; the first exam is due to be taken this summer and I would not attempt to claim that every one of our pupils has achieved the level of understanding we had hoped for, or that we are entirely happy about every section of the syllabus. Problems have arisen throughout the last two years, and I would be less than honest to pretend otherwise. However, none of us believes that a syllabus should become rigidified — we will alter and amend it as we feel necessary.

The syllabus which follows is our Sociology Mode 3 in its present form:

## SOCIOLOGY MODE 3 C.S.E. SYLLABUS

The course is based on five major sociological concepts:

Socialisation
Beliefs
Deviance
Power
Conflict

A) **Childhood**

(a) What is childhood? — an attempt to see childhood as a socially constructed category, by comparing present views of childhood with historical and cross-cultural ones.

(b) What is learnt in childhood? — a discussion of the socialisation process with special reference to the learning of sex roles (looking at toys, comics, games, clothes) and morals (looking at comics, children's stories — Enid Blyton, — sayings, punishments.)

(c) How does what is learnt affect us? — a continuation of the study of socialisation looking at the age-state 'adolescence', especially in relation to sex roles (looking at magazines, advertisements, fashions) A brief consideration of the Women's Liberation movement.

B) **The Family and its Alternatives**

(a) Courtship and marriage — a consideration of courtship customs here and in other countries, and the reasons for which people get married — 'romantic love', arranged marriages etc. A discussion of the Western Christian marriage ceremony and the beliefs about human sexual relationships which underlie it. Comparison with ceremonies in other societies.

(b) A brief explanation of the terms used in studies of families — extended, nuclear, monogamous, polygamous etc.

(c) A study of the family structure in other cultures, and alternative arrangements — such as kibbutzim and communes — in order to question assumptions that the nuclear family structure as we know it, is 'basic' and 'natural'.

(d) A critical discussion of the notion of 'functions' of the family.

(e) A consideration of the divorce laws in this country past and present, and in other societies, and of what the divorce laws show us about the views of the relationship between men and women held by the society.

C) **Education**

(a) A brief history of the education system and types of schools which exist in our society. Primary and Secondary education. Tripartite system, comprehensive system.

(b) Curriculum — What areas of knowledge are considered important? Sexism and school subjects.

(c) Social class and education — Traditional explanations of working class failure (i.e. home circumstances, family etc.) and an alternative explanation (i.e. an attempt to look at interaction and organisation within the school). Education and culture, compensatory education.

(d) Assessment – A consideration of IQ, streaming, examinations.

D) **Peer Groups and Gangs**

A discussion of why people belong to groups, and gangs in particular; the way gangs are judged by those in authority; fashions and trends (e.g. skin-heads, mods and rockers).

## BELIEFS

A) **Ritual**

(a) Health rituals – this involves a study of the rituals concerning cleanliness, medicine, medical care, physical fitness, cross-culturally with emphasis on the fact that rituals that we take for granted may seem strange to others.

(b) Birth rituals – a discussion of the ways in which birth is viewed and celebrated in different societies.

(c) Fertility rituals – attitudes, sayings, food, symbols, dances.

(d) Initiation – a look at the different ceremonies and methods of introducing young people to adult life and their sexual roles.

(e) Marriage – reference can be made to the study of marriage in section C of Socialisation. This can then be compared to attitudes and ceremonies in other societies.

(f) Death – a similar approach made to mourning, funeral and burial rites, and attitudes to life after death.

B) **Taboos**

(a) Body taboos – including physical contact and appearance (i.e. nakedness, dress considered appropriate in different situations etc.) This section will be especially concerned with a consideration of historical and cross-cultural body taboos.

(b) Sexual taboos – a discussion of views towards those factors influencing contact between different sexes, e.g. race (especially South Africa), family relationships (incest taboos), age etc.

(c) Language taboos – words and phrases not considered desirable; topics not permitted for discussion; jokes; holy words etc. Situational determinants of appropriateness of words and topics.

(d) Food taboos – an examination of religious taboos upon certain foods (e.g. Hundu religion and beef, Jewish religion and pork).

C) **Religious Beliefs**

A look at religious beliefs in general and the beliefs of the following religions in particular.

Christianity – Church of England; Catholicism
Judaism
Buddhism
Hinduism
Sects such as Plymouth Brethren

In comparing the beliefs of these religions, attempting to understand how they affect individual lives and on a wider scale, how they impinge on lives of different societies. For example comparing the influence of Catholicism in England with its influence in Italy.

## DEVIANCE

(a) What is deviance? – a critical discussion of the concepts of 'normality' and 'abnormality' attempting to see deviance as actions which those witnessing consider to be abnormal. An examination of the use of stereotypes and labels, and description of the labelling process.

Examples: gangs, homosexuals, meths. drinkers etc.

(b) Learning to become deviant – a stress on the fact that deviants are not born 'different' from the rest of us, but learn to behave as they do from their group, and also from the reaction of others to the label.

A look at crime statistics; age, sex, class differences.

(c) Deviance and the media – an examination of the role of newspapers, TV etc. in the labelling of certain acts as deviant, and defining the 'culprits'. The formation of public opinion.

(d) How society deals with the deviants – an examination in detail of the role of the police, courts and prisons, as identifiers and labellers.

(e) Mental illness – a look at the way it is defined, the role of the institution, and the subsequent life of the patient.

## POWER AND CONFLICT

(a) Inherent differences which lead to an unequal distribution of power because of social categorisation – sex, age, race.

(b) Social differences which lead to an unequal distribution of power. Examples from other societies – caste etc.

Social class – what is it? 'Objective' criteria – Registrar General's classification; Marx's view of class. Subjective notions of class. What is it based on? – e.g. education, occupation, wealth, life style. How does it affect people? – e.g. job opportunities, education, marriage.

(c) Areas in which power is exerted over others.

Political – including a look at forms of government (e.g. democracy, totalitarianism), political ideologies (e.g. fascism, communism); political parties and elections; World powers and Third World problems. The armed forces.

Economic – including a look at the work situation and the relationship between employers and employees.

The Trade Union movement. Wealth and poverty (historical and cross-cultural comparisons). Causes of poverty and conventional methods of solving the problem. Pressure groups (e.g. CPAG, Shelter etc.)

The problems involved in devising a Mode 3 and getting it accepted by an examination board have probably been encountered by a large proportion of social studies/sociology teachers, since many such teachers share our view of the Mode 1. However, to reiterate some of these: a great deal of time, effort and conflict is involved in writing a syllabus for as wide a subject as sociology, especially when the aim is to move away not only from the Mode 1 Social Studies, but also from what has been called the "cataloguing institutions" approach of the 'O' level.

We eventually decided on the five main concepts: Socialisation, (particularly Childhood), Beliefs, Deviance, Power and Conflict, because we wanted pupils to appreciate the socially constructed nature of the world, and the role of power in maintaining certain definitions. The concepts in question seemed to lead to such an analysis.

The section on beliefs has led, to some problems, since we are not at all happy about what could develop into a comparative religious course. However, we all agree that it would be impossible to discuss beliefs without a consideration of religion, and most of our pupils lack basic information about the foundations of the major religions of the world.

We have also decided, since writing the syllabus, that other major belief systems — Communism, Humanism, Nationalism — should not be excluded from this section, even though Ideologies are discussed in a later section. The sub-sections on Rituals and Taboos will now be taught within a discussion of different religions, apart from a general introduction to the terms.

The two concepts Power and Conflict we found impossible to treat separately and by combining them, we may well have allowed notions of conflict to have been given less force. Indeed, the main problem in writing any syllabus is in having to separate out areas of life which are, in reality, interconnected and inseparable.

The next major problem, having devised a syllabus, is having it accepted by the Examining Board. In fact, our Sociology syllabus, unlike Community Rights, had a fairly easy passage — the MREB's only concern, other than the inevitable wording and order quibbles, being that it might prove "too difficult" for a large proportion of the pupils. We later discovered that, in fact, the Board were having some difficulty in standardising our Mode 3 against the Mode 1, since we were obviously expecting a higher standard from our pupils. As some of our students in the past have shown, it is possible not only to pass the Mode 1, but to obtain a high grade in it, without attending social studies lessons. We would hope that pupils on our course would adopt a certain approach to their analysis of society which could develop only after practice.

As stated earlier, we do not feel that inability to express themselves in writing will necessarily prevent our pupils from being able to discuss society theoretically. Semi-literacy could prove a problem for assessment, but this is also the case for the Mode 1. In fact, our assessment is based on an examination (60%), course work (10%), a long essay (20%) — not a project, since none of us are happy about the vast quantities of copying, cutting and sticking that go on in the production of most projects — and finally, the 'unmoderated 10%'. This is the most the Board will allow as unmoderated marking, and can be awarded for a pupil's verbal contribution throughout a course. We did, initially suggest oral examinations for pupils with literacy difficulties, but these are not acceptable to the Board, on the ground of their being impossible to standardise.

We received no criticisms of the syllabus itself (unlike the Community Rights syllabus I discuss next). This may be because there is no sociologist on the Board; a fact which must make it considerably difficult for them to assess sociology syllabuses. A number of difficulties have arisen from the teaching of the syllabus over the last two years.

On a purely practical level, there are virtually no prepared materials for sociology at 4th-5th year level which take the kind of approach I have described. In effect, this means a great deal of hard work by everyone in the department in order to produce materials which interest the pupils and which they can understand. Most articles and extracts from books that we use have to be re-written in simpler language and up-dated each year; materials which have not worked in past years are replaced.

Time, of course, is a problem for any teacher. Our department rarely has time to spend on the constant evaluation a course like this needs. Our lunchtime meetings usually allow enough time only to deal with immediate specific problems, and not with anxieties of a more general kind.

As far as the actual content of the syllabus is concerned, the section on Power has caused us problems which we did not foresee. Firstly, this section is very full, but also we have found ourselves falling into the trap we set out to avoid — fact-teaching, imposing knowledge upon our pupils instead of allowing understanding to come from discussion. It is certainly the case that they lack basic information regarding political parties, work situations, Third World problems etc. Overwhelming them with information, however, does not provide the kind of stimulus for discussion we had hoped for.

Two areas of the syllabus have been particularly successful, however. The sections on Childhood and Deviance seem to have encouraged pupils to begin to question absolute notions and some of them have gone some way towards understanding their contextual basis.

A general problem of this kind of approach to teaching occurs from our attempts not to impose a theoretical framework on pupils, yet encourage them to do more than state opinions. We encourage *them* to attempt to formulate reasons for ways in which human beings behave, yet we still, inevitably, are faced with their desire for 'right answers'.

However, with all the problems of an approach and a syllabus like ours, we feel it offers far more in the way of a truly sociological understanding of our society than either the Mode 1 or 'O' level syllabuses.

## COMMUNITY RIGHTS MODE 3 CSE

Community Rights developed in a very different way from Sociology.

Until this academic year, there has existed at Starcross a compulsory non-examinable Community Education course for all 4th and 5th pupils. There has been considerable difficulties with this course. The decision was eventually made to abandon it, and replace it with a course retaining those aspects of Community Education which we thought important and valuable for our pupils.

Community Rights is now examinable at Mode 3 and offered as an option to 4th years. It emphasises the 'civil liberties' aspect of the old course, but has abandoned personal relationships, sex and health education. We aim to make pupils aware of the range of rights at present available to them, and the organisations which exist to assist people in claiming their rights; but also, and very crucially, we would want them to be able to assess the law as it now stands in relation to rights and obligations, and constructively criticise it – also looking at the way changes have come about in the past.

The syllabus follows:–

## SYLLABUS

The syllabus covers eight areas: Women; Education; Law; Employment; Consumers; Housing; Social Welfare; Immigrants. Within each section an examination will be made of the existing laws relating to the rights of individuals and communities. Methods of obtaining rights, and organisations which have been set up for this purpose will also be discussed.

**(1) Women**

A study will be made of the areas in which women are discriminated against, including the following:– work and wage rates; maternity leave; access to apprenticeships, and Trade Unions; hire purchase and credit facilities; curricula in schools and grants for higher education; social security, supplementary benefits and national insurance.

The following services:– Abortion, contraception, day nurseries, divorce, and Women's Aid Centres will be considered and the possible ways of increasing, their availability. The History of the Womens Movement with special reference to voting rights. A brief study of the image of women in mass media and advertising.

**(2) Education**

This section will include a general survey and discussion of the rights of pupils parents, teachers and L.E.A.'s in relation to nursery, primary, secondary, further and higher education.

A comparison will be made of conditions in and facilities provided by State and Private systems of education.

The following will be considered in detail: discipline; curriculum; position and duties of governors; special education; free schools as alternatives; NUSS, NUS and SAU; School Welfare services.

**(3) Law**

There are few positive rights under British Law – we have no Bill of Rights and no written constitution.

This section will attempt to answer the following questions: how do we know what our rights are? how do we go about obtaining them? what are our rights on arrest?

There will also be discussion of legal aid; the powers of the police and complaints procedure; the Courts system; appeals against sentence.

**(4) Employment**

A study will be made of the rights of both employers and employees in relation to the following:– Trade Unions; Professional Associations; wages; equal pay; redundancies; wages councils; accidents and ill-health; the Employment Act; training courses and apprenticeships.

**(5) Consumers**

An examination of the laws generally relating to buying and selling goods – licences required, premises etc.

A discussion of legal protection for the buyer; Trades Description Act; Food and Drugs Act; Sale of Goods Act. Food legislation – contents, date stamping etc.

Credit facilities including hire purchase, credit cards, loans and interest rates. Debts and the laws relating to bankruptcy.

**(6) Housing**

A study will be made of the following:– the rights of tenants and landlords in relation to rents, rent rebates, rates, security of tenure, and eviction. The different types of housing, private rented furnished and unfurnished, and council housing.

The work of tenants associations, council housing departments and organisations dealing with homelessness like Shelter. The rights of boarders, squatters and caravaners.

**(7) Social Welfare**

A general survey of services provided by Local and Central Government and of the services a local authority is statutorily obliged to provide e.g. help for sick and disabled people, home care, provision for old people

A discussion of such services as family planning, free fares, cheap food etc.

An examination of rights relating to social security, supplementary benefits, family income supplement, national health service, mental health provisions.

**(8) Immigrants**

A brief look at the history of immigration and emigration in Britain including causes and consequences of such population movements. The Immigration Act and its affects. A discussion of race relations, discrimination and the working of the Race Relations Board.

The course in this form has been running for the 4th year pupils only since September, although our 5th years are also being permitted to sit the examination this year, since much of their work last year was relevant.

For the 4th years, early though it is to judge, the course appears to be very successful. We are drawing considerably on outside agencies since none of us feel ourselves to be experts on all the issued, and the law changes quickly in these areas.

A few examples will illustrate this. Since September, speakers have represented the following organisations:— a women's aid centre, the women's movement, NUSS, a free school, the police, Islington Law Centre, TGWU, Consumer, NCCL, a local neighbourhood council, and the School Welfare Service.

4th year pupils have, so far, visited a police station and the Old Bailey, and we hope for many more visits where feasible.

An important part of the course is to consist of approximately six sessions spent by each pupil in the organisations existing locally to help and advise members of the community on the issues contained in the syllabus. Pupils will be required to write a report of their observations, describing and discussing the work of that organisation.

The problems associated so far with the course have related less to the actual teaching than to the apparently 'political' nature of the syllabus content.

There was some considerable debate over the title, for example, which the Board, at first, were not prepared to allow, suggesting as an alternative, 'Community Studies'.

We all felt that this title lacked specificity, and whereas none of us saw the title as vital, it represented the conflicts. The Board thought our title sounded too political. We, as I made clear earlier, are concerned to remove from the area of Social Studies the 'low-ability' label it has so-far received. 'Community Studies' — type syllabuses often add to this view.

The syllabus itself was critised on two main grounds:—

1. It did not adequately represent the interests of certain groups e.g. landlords and employers. In other words it was biased.
2. There was a suggestion that we might be *encouraging* pupils to engage in community action.

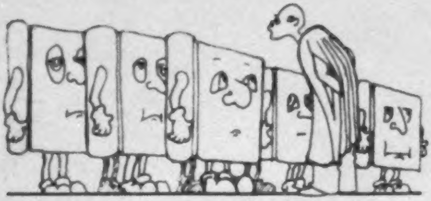
It looked at one stage as though the syllabus would only be acceptable to the Board if it was entirely re-written. We felt, and still do feel, that the syllabus has a great deal to offer pupils. It engages them in debates about current issues in a way more likely to be relevant to them at some stage of their lives; yet it also aims to encourage them to see the law as the product of the actions of people, and thereby open to influence. We do not regard the syllabus as biased — merely likely to be relevant to our particular pupils, and we would wish them to understand the processes by which community action is accomplished, rather than to direct them in any particular way.

We were convinced that unless we could make our syllabus appear to represent what the Board would regard as 'respectable' to employers etc., it would be rejected. However, after some exchange of communications, including letters from our headteacher supporting our position, and some concessions on our part (e.g. we have made clear, as can be seen from the final syllabus, that the rights of *all* sections of the population are to be included) we finally heard that the syllabus had been accepted, very much in its original form, and with the original title.

There is one final problem, not specific to our Mode 3's, but certainly to be borne in mind when devising a new CSE.

After some considerable discussion, we eventually decided to offer *only* the Mode 3 CSE's at 4th-5th year level. None of us favours selection of pupils into 'O' level and CSE candidates, especially since we prefer our syllabuses to available 'O' levels, and feel they have more to offer our pupils. 'O' level Sociology is offered as a one year 6th form course at present. However, we are faced with the problem that employers, parents and pupils themselves regard CSE as an inferior qualification to 'O' level — inevitably, given that a Grade 1 at CSE is considered an 'O' level pass. Not only are we, therefore, preventing our pupils many of whom leave at the end of the 5th year, from getting an 'O' level; we are also making it more difficult than it was on the old Mode 1 for them to get high grades at CSE. Obviously we feel our course has more to offer pupils, and a high grade at Mode 1 indicated little more than that a pupil knew how to obtain a passport and what to do with a credit card.

However, our dilemma remains, and unless we are able to get the syllabuses accepted as joint CSE/'O' levels, we can see no solution. The two syllabuses and the problems we have, and still are, encountering may well raise or reflect issues with which other social science teachers are concerned. Perhaps the main issue to be raised concerns the Mode 1 itself, and whether it is not time it responded to a good deal of well-founded criticism. Mode 3's rely on an enormous amount of effort and extra work from teachers and merely remove dissenters from a concern with changing the Mode 1.



# REVIEWS

## THE ELDERLY IN SOCIETY

**A joint Community Service Volunteers/Task Force/ Age concern production.**
**Price: £4.50**

This is an ideas and materials pack produced to fill a significant gap in the resourcing of social themes – The Elderly in Society. It takes as its starting point the marginality of the old person in society, and offers proposals for exploring the situation of old people, to teachers and pupils in schools and colleges. Its authors feel strongly that studies of society, whether as part of social studies or sociology exam courses, or in community studies/ service programmes, which ignore the experience of the elderly, are partial and biased, and their pack has made an ambitious attempt to provide facts for teachers, project ideas, resource lists, pupils' information and work sheets and examples of courses and programmes on the elderly, all in the interests of reweighting the balance.

It is an unusual pack in many respects. Essentially it is *talking* to the tercher who contemplates a course on the elderly, offering ideas and starting points, and it does *not* offer over course materials wholesale and readymade, despite the fact that students' worksheets are included. The content ranges widely – information sheets for teachers, and notes as background for the student materials, suggestions for project work of different kinds, and examples of some real schools' group projects, details of some school courses which have included work on the elderly (perhaps the most superflous part of the pack), and lists of books, reference and fiction, that comment on old age, film lists and addresses of organisations in the community.

Then the student material includes over twenty five fact and worksheets in the form of spirit duplicator masters, so that multiple copies can be run off in the purchasing institution. Most direct pupils to a range of tasks – some fact finding, some creative. In addition, a series of role-play situations are described, with details for the students (multiple copies here) and notes for the teacher; and finally some suggestions of ways of exploring images of the elderly in the media through the press, television and advertising.

Altogether it is a very useful collection, especially for teachers approaching the topic for the first time and with space and time for extended work with interested pupils. The students work is fairly conventional but there is plenty of it, and the teachers' notes are sensible and thoughtful and the whole presentation is clear and attractive.

The student material is aimed at older school-pupils – 15-17, and similar students in F.E., and would be most useful in a Community Education Social Work framework. Traditional social studies or sociology syllabuses rarely allow room for the extended work that the pack stimulates, though it could be dipped into for ideas, and would be useful for individual pupils' projects on the Elderly.

For the really inventive teacher whose ideas flow, it is probably rather an expensive way of culling one or two new ideas, and for the lazy teacher who wants a kit as a readymade alternative to preparation it's a disappointment – all its suggestions create rather than eliminate work for the teacher. But, for the rest of us, it's a thoughtful and thought-provoking collection.

Ultimately, it will be the quality of the banda copies that determines whether this was the right format at the right price.

## SOCIOLOGY IN MEDICINE

**by R. Kenneth and Patricia Jones,**
**English Universities Press 1975.**
**Price: £1.75**

Those of us who teach on the "Introduction to Sociology" sections often include in the growing number of courses in colleges for nurses, social workers, child-care officers etc., have not hitherto had a purpose-written textbook available. This book, though written primarily for doctors and nurses in training, is intended to be more widely useful and, thus, to fill yet another gap in the range of sociology textbooks available. The authors (an O.U. Staff Tutor, and an S.R.N. working for the N.S.P.C.C.) have succeeded in this aim.

The contents are geared to the syllabuses of the General Nursing Council and the Joint Board of Clinical Studies, so that five of the thirteen main chapters are of relatively specialised interest, though the accounts of the sociology of medicine, and of illness and death, are of interest to a wider audience including G.C.E. 'A' level students. The other chapters cover routine topics – the family, socilisation, deviance, etc.

The problem for the authors of such an introductory text for non-specialists is to steer a course between non-theoretical description of social phenomena in a largely quantitative way, and a preoccupation with the theoretical grounding of the analyses offered, and with the current disputes within sociology. This book succeeds in demonstrating that the sociological perspective is capable of providing a variety of specialised insights into the social world, but avoids that air of dogmatism and intellectual superiority (even mysticism) that always irritates the non-sociologist.

There are clear indications throughout of the theoretical origins of the analyses offered, though some of these are condensed so far that their significance is lost. This is particularly true of the last chapter, where eleven "schools of sociology" are defined in an average of eight lines each. This is an impossible task, and quite unnecessary in the context of this book. The same applies to the section on "Some Individual Theorists", which should be ignored.

The "Suggestions for Further Reading", at the end of each chapter, and the Bibliography, are up-to-date, and sensibly limited in length. The Glossary should be used with caution.

Aimed primarily at the mature, or at least older, student of reasonable academic ability, this book deserves a place in the college or hospital library. It could be well adopted as a text in courses of at least one term's duration.

Pat McNeill

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## WEEKEND RESIDENTIAL CONFERENCE

### for members of ATSS

### WEST MIDLANDS COLLEGE, WALSALL SEPTEMBER 17–19, 1976

**Guest Speakers:**

Gerry Fowler, Minister of State for Higher Education and John Rennie, Community Education Adviser for Coventry.

Other events include a performance of 'Womankind' by Birmingham's famous Banner Theatre, a Disco, the 1976 AGM of the ATSS and a resources display.

There will be groups for AEB, JMB, Oxford, London and Cambridge A-level Sociology, O-level Sociology, GCE Economics, Politics, Psychology and Social Economics, Social Studies 14–16, Social Studies 8–13 and Liberal Studies. At the AGM there will be a chance for members to debate ATSS policy and the conference will also give members the opportunity to say how ATSS can be more effective in helping them, especially in the areas of Sociology, Social Studies, Anthropology, Environmental Studies and the special needs of new teachers.

Final details and application forms will be circulated in May. The cost will be very reasonable so put the dates in your diary now!

# RESOURCE EXCHANGE

The idea behind this scheme is that any useful teaching material – handouts, stimulus material, games, etc. produced by a social science teacher anywhere in the country should become swiftly available to his/her colleagues in other schools and colleges. This is an ideal! We hope we shall eventually include in the scheme several hundred of items, and that these will constantly be added to and revised.

Perhaps it would be as well to say that the scheme is not. It is not intended that the items included shall be finished works of art: though we shall attempt to maintain a certain minimum standard. Nor is it intended that the scheme will provide 'ready-made' lessons, or 'model answers'. Nonetheless, we can all benefit by having a look at what other teachers consider an appropriate approach to a particular topic, theme, or concept. The success of the scheme depends entirely upon the response of ATSS members, for if you don't send in your materials for inclusion in the scheme – it won't even exist. We can't afford to pay you, so you'll get nothing but thanks. Though if you want to reserve copyright (perhaps you've toyed with the idea of having some work published in the future) just let us know. Basically what we want is for you to send in materials you have produced, together with a few lines of description. The items will be listed in subsequent issues of the Social Science Teacher, together with the description, and interested teachers can then write in for copies to the various centres which are responsible for co-ordinating the scheme.

The response to the first list of items in the December issue has been very encouraging. Over fifty members have written in for items, and about twenty of them have either contributed items of their own or have promised to do so. We have now made arrangements for the Social Studies, Anthropology, and Environmental Studies aspects of the scheme, and we hope to include an increasing number of items in these fields from May onwards. The addresses needed to order copies are given below. In every case but one, items you want to contribute to the scheme should be sent to the same address. The exception is Social Studies.

So far, all items included in the scheme have been duplicated handouts. We hope to widen the scheme in the near future to include a greater range of materials including slides and resource guides.

Addresses for orders or contributions:

**Social Studies** *(orders only)*
Richard Whitburn,
I.L.E.A. Adviser,
I.L.E.A. History and Social Sciences Centre,
377 Clapham Road, London SW.9.

**Social Studies** *(contributions only)*
Helen Burchell,
18 Northwood Road,
Highgate,
London N6.

**Sociology and Politics**
Dave Pask,
59 Gloucester Road,
Walthamstow,
London.

**Anthropology**
Mike Sallnow,
Royal Anthropological Institute,
36 Craven Street,
London W.C.2.

**Environmental Studies**
Roger Gomm,
Stevenage College, Herts.

We have not yet finalised arrangements for the exchange of materials for psychology and economics. For the time being please send any such items to Dave Pask. (Address above).

**Charges:** –

| No. of items required | Charge |
|---|---|
| 1 | 20p |
| 2 | 30p |
| 3 | 40p |
| 4 | 45p |
| 5 | 50p |
| 6 | 55p |
| 7 | 60p |
| 8 | 65p |
| 9 | 70p |
| 10 | 75p |
| 11 | 80p |
| 12 | 85p |
| 13 | 90p |
| 14 | 95p |
| 15 | £1.00 |

N.B. For orders in excess of 15 items, please calculate the excess as if ordering from this table. Items marked with an aesterisk are longer than the others and count as *two* items for ordering purposes.

DON'T BE BASHFUL! Send us a copy of any material you have produced and which you think might be of interest to other teachers. Items will not bear the originator's name, except by request where he/she would like some feedback from other teachers. One final word: please ensure that the material you submit does not infringe copyright: no extracts from published books please!

## RESOURCES EXCHANGE LIST, APRIL 1976

Please refer to the item number when ordering. We can only supply a single copy of each item.

### SOCIAL STUDIES

(Included in this section are basically items of an interdisciplinary nature, sociological materials for C.S.E., non-examination or mixed ability groups. There is, of course, some overlap between this section and the next.)

26. **Teacher's Guide to Bruner's Man-a Course of Study. (M.A.C.O.S.)**

27. **Contents List of the M.A.C.O.S. Course.**

28. **What Makes for Success at School.**
Illustrated material for use with C.S.E./O level groups.

29. **The Functions of Schools.**
C.S.E./O level. (Items 28 and 29 can usefully be used with the Concorde Film Seven plus Seven.)

30. **The Roles of Men and Women.**
C.S.E./O level.

31. **Women in Revolt.**
C.S.E./O level.

32. **Men and Women: Role signs.**
C.S.E./O level. (Items 30 to 32 are useful as stimulus material.)

33. **Crime and Deviance.**
Booklet for use with C.S.E./O level groups. Contents include, What is Crime? How much crime is there? Who are the criminals? What part do the police play? What about other forms of deviance?

34. **The Structure of the Family.**
Booklet for use with C.S.E./O level groups. Includes a work guide and questions sheet.

35. **The Functions of the Family.**
C.S.E./O level. Includes suggestions for follow up work.

36. **Adolescence:**
Who am I? Who are You? Booklet for C.S.E./O level.

37. **Community Relations: Some Possibilities.**
Brief notes on assimilation, accommodation, inclusion, integration, social pluralism. Items 37 to 40 have been used with 4th and 5th year mixed ability groups. They have not, through lack of opportunity, been used with multi-racial groups.

38. **An Indian Family in England.**

39. **Coloured People and Employment.**
Statistics, attitudes towards, experience of discrimination.

40. **Multi-faith Britain.**
Notes on the Jewish, Black Christian, Muslim and Sikh communities.

41. **Social class in Britain.**
Booklet for C.S.E./O level. Includes materials on attitudes to class, the poverty cycle and definitions of social class.

42. **Changes in the family.**
C.S.E./O level. Includes question sheet for students.

### SOCIOLOGY/POLITICS

43. **Stereotypes.**
Mainly for use with sixth form groups, including General Studies and Psychology groups. Includes two exercises for students to complete.

44. **What is Sociology?**
Including notes on sociological methods. Intended for O level use. Also use as introductory material for A level.

45. **Sociology, Science and the Scientific Method.**
A detailed account of what Gouldner, Garfinkel and Douglas have to say about the possibilities of Sociology being scientific.

46. **Delinquency.**
Draws mainly on old studies to explain why delinquency is a lower class adolscent male phenomenon. Useful when linked to the interactionist approach.

47. **Poverty.**
A brief outline of the 'poverty is relative' idea with some useful and up-to-date statistics (1972).

48. **Divorce.**
An up-to-date (1972) account of what the statistics show. Useful to use with Chester and Streather New Society article 'Taking Stock of Divorce', and Kelner and Berger 'Marriage and the Construction of Reality' in School and Society ed. B. Cosin.

49. **Industrial Conflict.**
A useful resume of some unusual studies of strikes as well as of well known sociological studies. Quotes Rees, Turner and Bescoby, Kerr and Segal, Kuhn, and the Gouldner, Hare, Roberts study of the Pilkington Glass Strike in 1970. Needs to be brought up to date by using the New Society article 'What is happening to strikes' – 2/11/72. The latest strike statistics were published in the Guardian 29/1/76.

50. **The Distribution of Money and Wealth.**
A good account of slightly out of date statistics. Usefully read alongside the findings of the recent Royal Commission on income distribution (see Times 30/1/76). The most recently published book is Atkinson 'Unequal Shares: Wealth in Britain'.

51. **Political Recruitment – Elites or Ruling Class?**
A detailed account of the work of Pareto, Mosca, Michels, Burnham, Djilas, Bottomore, Aron, and C. Wright Mills. Probably too complicated for students but useful for teachers.

52. **Communities and Urbanisation.**
A very detailed account of the work of Rees, Henriques and Slaughter, Wilmott and Young, and Bott. One needs to consider the work of Colin Bell and Rosser and Harris for a full picture, but this account could be useful for students who tend to trivialise the various studies.

**53. Leisure.**

A brief account of the sociology of leisure making distinctions between the way different age groups use leisure.

**54. The Middle Class.**

A detailed, if slightly out of date, account of the work of C. Wright Mills (White Collar) and D. Lockwood (The Blackcoated Worker). Use with the item on the class position of the clerk (Item no. 1.)

**55. Population**

This account comprises tabulated data on population changes in Britain over the past 100 years complete with some questions for students to answer using the data and a fairly detailed account of explanations for the population changes. Useful for 'O' level.

**56. Family Size.**

A brief account of how family size is declining. O level.

**57. The Social Sciences.**

A brief and clear account of the major distinctions between psychology, sociology, social psychology, sociology and history.

**58. Fertility and Family Size.**

An account of the factors which lead to the huge reduction in family size between 1850 and 1920.

**59. Alienation.**

A comparison of the work of Marx and Blauner.

**60. Class Consciousness.**

A summary of Marx's idea of class consciousness and later Marxist adaptations. Why it has not developed in Western Industrial nations — Rosenberg's analysis of obstacles, with evidence. Outline of recent developments includes Goldthorpe and Lockwood, and counter arguements by Blackburn.

**61. Social Class and the Comprehensive School.**

A brief summary of Ford's study.

**62. Class and Voting.**

A detailed account of the effect of objective and subjective class with reference to working class conservatives and affluent workers.

**63. Voting Behaviour.**

A detailed account of the relationship between class, sex, age, religion, work, region, and voting behaviour.

**64. Social Influences Affecting Education and Implications for the Curriculum.**

Includes a useful commentary on Lawton's Class, Culture and the Curriculum.

**65. Radical Alternatives in Education.**

A summary of criticism from the advocates of free schools to Illich.

**66. Political Change in Britain.**

A summary of Butler and Stokes's standard work.

**67. Labelling theory.**

Short account for 'A' level use.

**68. Introduction to deviant behaviour.**

Definitions of 'crime', 'deviance', and 'delinquency', and a comment on official statistics. 'A' level.

**69. Criminological theories.**

A brief look at physiological and psychological theories of criminality and a critique of them. 'A' level.

**70. Is sociology a science?**

Excellent four page summary of the nature of science and the differences between the natural and social sciences. 'A' level.

# SOCIAL STUDIES

FOR SECONDARY SCHOOLS. WRITE FOR INSPECTION COPIES:

CLEARWAY PUBLISHING CO. LTD.

29 NECHELLS HOUSE, DARTMOUTH STREET, BIRMINGHAM B7 4AA

## SOCIAL STUDIES WORKSHOP

*Brenda Green, Gordon Green* — *SBN 902 336 509*

**Workshop Format A4 Size** — **Price 69p**

The range of topics includes: Homes, Education, Work, Local Government, Health, Leisure, Crime, etc., etc. A wide selection of assignments and illustrations.

## SOCIAL STATISTICS OF GREAT BRITAIN

*R. Giles* — *SBN 902 336 029*

**Workshop Format A4 Size** — **Price 69p**

Social trends in Britain's way of life are clearly illustrated in the many fascinating tables, charts, diagrams, etc. Many assignments and exercises.

## PERSONAL RELATIONSHIPS

*Brenda Green, B.A.* — *SBN 902 336 932*

**Limp bound** — **Price 93p**

Brenda Green's book is written for young people who are in their most formative years – period when attitudes are formed and emotions are very strong. Topics include: Boyfriends and Girlfriends, Your Parents, Marriage, Being a Parent, Workmates, Loneliness, etc.

## THE LIVING LAW

*Andrew Phillips, B.A.* — *SBN 902 336 827*

**Limp bound** — **Price 98p**

The Living Law is a book about the concepts and principles of Law and Justice. A vitally important book for every young citizen. Published in conjunction with the Law Society.

## PARTICIPATING IN SOCIETY

*John May, B.A.* — *SBN 902 336 088*

**Limp bound** — **Price 98p**

This book provides a clear and comprehensive outline of the structure of society in Great Britain. It is concerned with the wider aspects of privileges and responsibilities as well as individual citizenship.

## FACING SOCIETY

*Brenda Green, B.A.* — *SBN 902 336 096*

**Case bound** — **Price £1.02**

The book deals with the structure of business and trade unions from the worker's point of view. It provides an excellent background to the world of work and the range of problems facing young people starting careers.

## DO WE CARE ?

*John Welsh, B.A. and V. Bridger* — *SBN 902 336 401*

**Case bound** — **Price £1.02**

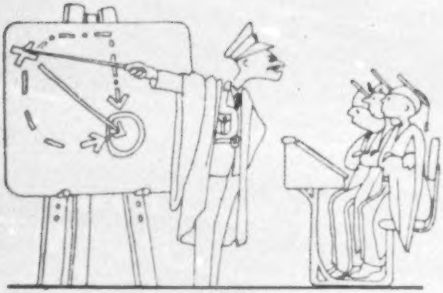
Social changes and developments over the last century are the basic themes of this book which provides an excellent background to social structure of Britain today. Useful for C.S.E. work.

## FACING THE FUTURE

*John May, B.A.* — *SBN 902 336 304*

**Limp bound** — **Price 93p**

The book provides some essential information and background to the vital issues of the future including conservation, population, crime, etc.



# BRIEFINGS

## ASSOCIATION FOR THE TEACHING OF SOCIAL SCIENCES

## No. 3 TEACHING DEVIANCE AT 'A' LEVEL: A FIVE WEEK COURSE

by Roger Gomm, Stevenage College

What is presented here is substantially taught to full-time A level Sociology students by Valerie Walton, David Neal & Roger Gomm at Stevenage College in 1974. Many of the units as described or modified appropriately have been used with O level students, Health Visitor or Social Work Students. Thus nearly all the material here has been used at least twice in the classroom and usually more frequently. Where alterations have been made they are either attempts at improvement arising from classroom experience, or substitutions for resources, such as video-tapes, which would not be available to other teachers. The number of units described here would take approximately seven weeks (at 400 minutes per week) to teach, thus is a menue for constructing a course. Items marked with an asterisk will be available through the resources exchange.

**Aims:** A major aim of the whole A level sociology course is that by the end students should be able to write essays of sufficient quality and over a sufficient range of topics to satisfy the A.E.B. examiner. However we feel that this should be achieved through a scheme of work which embodies what we consider to be 'good' sociology at the present time. When we say 'good' sociology we mean that sort of sociology which helps *us* to understand our everyday lives better. We are happy if by the end of the course students have (a) developed a constructively critical and sceptical attitude towards all social science – including our version (b) are capable of identifying the unexplicated assumptions underlying all theorising about society (c) are able to adopt 'for the sake of argument' different sociological perspectives, recognising their uses and shortcomings. (d) recognise that all decisions are moral decisions and cannot be represented as automatic outcomes of 'looking at the facts'.

On the whole we feel that these aims are achieved for the majority of students, but for a minority they are achieved at the expense of an A level qualification.

There is only one way to achieve all these aims via teaching to the A level sociology syllabus and that is to set the course at the level of the sociology of ideas: to make the sociological enterprise ('making sense of social life as a professional activity') the major topic for sociological investigation. From this position students may adopt a critical attitude to the whole of sociology while still covering most of the substantive material listed on the syllabus and made the object of questions in the examination. A most convenient vehicle for establishing this position is the topic of deviance, for the following reasons. A study of how sociologists have studied deviance entails a study of rules, rule-making and rule-breaking, such that students can be led to a realisation that the social world can be depicted as a fabric of rules and meanings, and to a realisation that it is always a hassle to establish what the rules are, what anything means, and what counts as the facts – and what ever the result of the hassle it is to someone's advantage. Sociological theorising by debunking some versions of social reality and subvening others has ideological and practical implications – this is very clear in sociological theorising about deviance. The vast majority of social theories about deviance (whether of sociologists or others) are integral parts of the processes they seek to explain and thus have only limited explanatory power, and the same is true of nearly all sociological theory. It is an easy jump from deviance studied in this way to a consideration of the differences between the subject matter of the social sciences and of the natural sciences and thence to bring home a telling critique of positivism and scientism in social science.

### The Course

Unit 1 – Suicide (200 minutes)

**Resources:** Class set of suicide statistics (numbers by age, sex and year, rates by age, sex and year, rates by age sex, social class and year, rates by size of town, rates by month of

I

occurence, numbers by sex and method. Attempted suicides (tables from Stengel (1).), W.H.O. table of International Suicide Rates.) Handout Material – Durkheim on Suicide (2), Correlates of Suicide Stenge (1), Flow Diagram based on J. Maxwell Atkinson (3).

(I also use an O.U. programme which features Maxwell Atkinson interviewing a coroner's officer)

**Method:** Students are introduced briefly to Durkheim as a founding father of sociology and to the task he set himself with regard to suicide. They are then told that they are to be placed in Durkheim's position. They are given the suicide statistics and divided into small groups with the instruction to search for patterns in the statistics and to think of ways of explaining these patterns. (The table of international comparisons is excluded from this part of the exercise).

When they feel they have completed this their results are logged on the board as rough and ready correlations between suicide and other data. Students are then given the list of correlations taken from Stengel. This usually pleases them since it corresponds more or less with their own list.

The correlations on the board are discussed, yielding such assertions as isolation/upset/sudden change/purposelessness/excessive social pressure etc. cause people to commit suicide. These assertions can be put on the board in such a way as to re-classify easily into Durkheim's Egoistic, Altruistic Fatalistic Anomic typology.

Students then receive a short lecture (supported with H.O.) on Durkheim, which confirms their theories but formalises them within the context of the relationship between the individual and society.

Students are then asked to fit the following suicide examples into Durkheim's boxes: a terminal cancer patient, an officer before a courts martial, a man who dies in a 'suicidal' attempt to save another, a bankrupt. They find that each example will go into more than one box according to what assumptions are made about an unknown – the 'real' intention of the deceased. Impasse. Students are asked how they would recognise 'social integration' and 'social regulation' – can these concepts be operationalised? Impasse.

As a class, students then consider the W.H.O. table of international suicide rates. They receive minimal help from staff. All they get is a 'maybe' or a reference to another statistic which discredits their explanatory idea. Sooner or later someone suggests that the books have to be cooked and thus suicide statistics can be seen for what they are – the products of coroners' verdicts.

The teacher now builds up with the class a picture of how coroners reach their verdicts. This is consolidated with a flow diagram based on Maxwell Atkinson demonstrating that coroners reach verdicts by applying theory to cases – sociology students study suicide statistics and discover . . . . coroners' theories.

(I then use the tape recording of the coroner's officer theorising about why people commit suicide and how real suicide cases can be recognised)

Students are then asked to write a short piece entitled 'Suicide as a system of self-validating ideas' and for homework a short essay entitled "Discuss the usefulness of official statistics for sociologists"

Unit 2 – Juvenile Delinquency Simulation
(200 mins)

**Resources:** The simulation consists of 100 cards. These result from the combination of 10 offences and ten 'home backgrounds' described as might be discovered by an investigating policeman. School reports and Social Work Reports are available for each home background. There is a flow diagram illustrating the provisions of the Children and Young Persons Act 1969 (4). A duplicated review by D.J. West of his longitudinal study at the Cambridge Institute (5). A sheet for analysing results and a flow diagram 'Theory in Action' reproduced here. A kit for making this simulation will be available through the resources exchange.

**Method:** Having been placed in the position of a naive sociologist studying official statistics students are now placed in the position of the creators of statistics.

Students have been asked to pre-read a short review by D.J. West of his study "Present Conduct, Future Delinquency" and to make a list of the factors said to be associated with J.D. – this sensitises them to 'adverse home factors'.

Students are told of the provisions of the Children and Young Persons Act 1969 as it applies to the police dealing with young persons alleged to have committed an offence. They are divided into ten small groups each with ten cards. They are asked to imagine themselves policemen and to decide for each card whether to prosecute or deal with the case outside the court. (It is worth tape-recording the deliberations of one group for replay). The results are collected by the staff in the form of a coding on each card selected for prosecution.

Students are then introduced to the procedures of the Juvenile Court and the sentences available to magistrates and are asked to sit as magistrates on the cases they have selected for prosecution. They may ask for school and social work reports.

Meanwhile staff use a pre-coding device to analyse the prosecutions. Each home background contains certain types of information about the social standing of the family, standard of housekeeping, income etc. which translates into numbers. The completed analysis sheet shows the number of occasions each factor would appear if cards for prosecution had been selected by chance, and the number of times each had been made to appear through the decisions of the class.

When students have finished sentencing, the results of the analysis of prosecutions is displayed. (In seven out of eight sessions so far these have shown a significant over-representation of young persons from 'bad homes' among the prosecutions). Explain to the class the composition of the pack of cards and the significance of what ever bias is shown in the results. Take one offence and with each group contributing in turn discover what it was about the home background which caused them to prosecute or not (if a tape-recording has been made it should be used here). Follow up with a similar discussion on sentencing.

Students are then asked to imagine a naive sociologist analysing *their* results and formulating such statements as 'poverty causes young people to commit crimes'. This is discussed with the class to reformulate this statement to read (for instance) 'evidence of poverty predisposes policemen and magistrates to label young people as official delinquents'.

The list of factors said to be associated with juvenile delinquency derived by the class from D.J. West is now discussed in the light of the experience of the simulation.

The flow diagram 'Theory in Action' is used to recapitulate on the suicide exercise and on the J.D. simulation.

Unit 3 – Incest (Homework plus 50 mins. classwork)

**Resources:** Handout giving brief legal details of the offence and details of social characteristics of convicted incest offenders. Handout giving a suggested solution to the exercise.

**Method:** This is a monitoring exercise to guage that students have understood the implications of the two previous units. Using the first handout they are asked to answer the following question: "Does a study of convicted incest offenders tell us about the sort of people who commit incest, or about what sort of people get convicted for this offence? Justify your answer".

Follow up work consists of a discussion of how the profile of the 'typical incest offender' (an adult male convicted of committing incest with a juvenile female) might be built up through reporting and prosecuting practices.

Unit 4 – The relativity of deviance and the paradox of social control (200 mins.)

**Resources:** offprinted. H.G. Wells "In the Country of the Blind" Extract (6) H. Becker "Outsiders" (7) Rosenhan "Sane in Insane Places" (8) Sunday Times "Whose Label" (story of a man who smashed up a mental hospital on being refused admission as not being mentally ill and was imprisoned by the police as a dangerous lunatic).

**Method:** Students are asked to pre-read the Wells extract – and this is discussed in class in relation to the issue of the relativity of deviance. Becker's 'Outsiders' is read in class and discussed section by section – deviance as a sociological phenomenon can most usefully be described in terms of societal reaction . . . .

Lecture on the Paradox of social control (9) (Deviance follows logically from rule making).

**Assignment:** using all the resources cited above essay: ' "Deviance is in the eye of the beholder" Discuss' or ' "Groups make rules the infraction of which constitutes deviance" Discuss'.

Unit 5 – Psychological and Sociological Theories of Deviance – (400 mins.)

**Resources:** Duplicated notes on Lombroso (10) Eysenck (11) Blatty (12) West (13) Park & Burgess (14), Merton (15) Cloward (16) Morris (17) Stokely Carmichael (18) Becker (7). An exercise "Crime: diagnosis and prognosis".

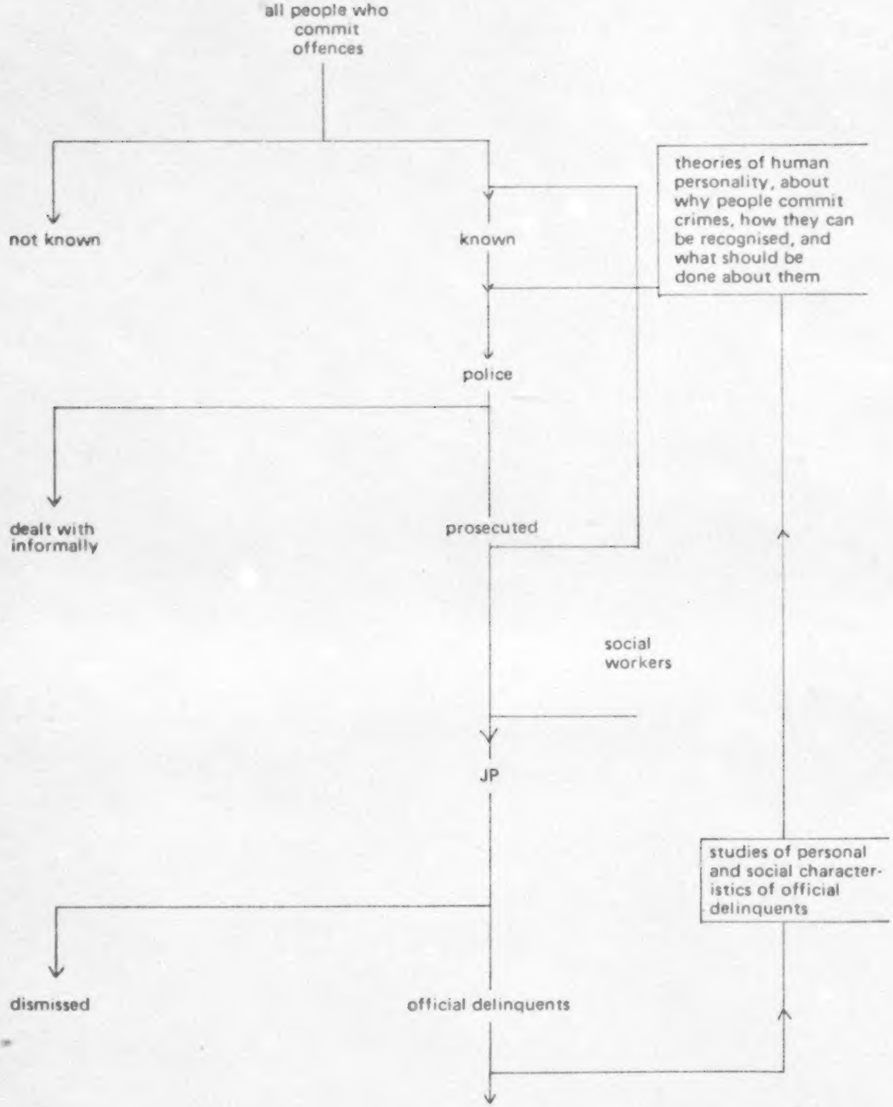
**Method:** Students should now be sufficiently sceptical to be able to consider theories of deviance qua theories. Students are forwarned that much of what purports to explain deviance is itself an integral part of the deviance process i.e. these are theories *in* deviance rather than theories *of* or *about* deviance.

As a mnemonic device the aid examination recall students are given a 2 by 2 matrix classifying theories of deviance into those which locate deviance within the individual and those which locate deviance in society, those which assume value consensus and those which assume dissensus. They are asked to read through the notes provided classifying various theories into this matrix.

This is followed up by a lesson which includes a critical look at the short-comings of each kind of theory. By the end of this unit students will have the stock list of labels by which different sorts of deviance theory are identified.

To consolidate the notion of theory being an integral part of deviance students are given an open table to fill in for each type of theory.

| | |
|---|---|
| CAUSE | CULPABILITY |
| (Inherited incapacity to be conditioned) | can't be blamed |
| IS IT TREATABLE? | TREATMENT |
| yes | extra conditioning |
| HOW IS THE DEVIANT RECOGNISED? | |
| psychological tests. | |


all people who commit offences
not known
known
theories of human personality, about why people commit crimes, how they can be recognised, and what should be done about them
police
dealt with informally
prosecuted
social workers
JP
studies of personal and social characteristics of official delinquents
dismissed
official delinquents

Unit 6 — Continuity between academic and common-sense theories of deviance (100 min.)

**Resources**: Tape recording from BBC programme "A spot of bother" Transcript will be available.

This tape is from a studio discussion following a documentary on Soccer Hooliganism. It includes a very wide variety of people (police, psychologists, magistrates, soccer hooligans, youth workers, journalists, parents etc.) theorising about the causes of soccer hooliganism and about what ought to be done about it — it includes a common sense version of virtually every academic theory of deviance and some others!

**Method:** the class listen to the tape and are asked to identify the various types of deviance theory verbalised by the participants. Discussion on the implications of the fact that everybody has a theory of deviance for

a) the processes creating deviance.
b) for explaining deviance as a professional activity.

Unit 7 — Court Visit.

**Method**: Students are asked to attend to the processes of establishing 'what really happened' and 'what was the real intention of the accused'.

Unit 8 — Assignments on Deviance (400 mins. plus 50 min. lecture)

**Resources**: list of questions starting "Who says its a problem?" Bibliographic knowledge of staff.

**Method**: Students are asked to group themselves and to select one area of deviance per group for a special study. Students are given a list of questions as a guide and staff are available to advise on bibliography. The assignment is done through library research and autonomous small group discussion. The results form the basis for a seminar on the answers to the questions provided. The themes covered in the seminar are reviewed in a lecture on strikes as deviance.

**Essay**: "What light can sociology throw on any one of the following social problems . . . .?"

Unit 9 — Deviancy Amplification (100/200 mins.)

**Resources**: Work done in unit 8. Rosenhan and 'Whose label' from unit 4, Plus a synopsis of Schatzman (19) and long extracts from Jock Young (20), Nash (21), Hargreaves (22) Chapman (23). Class set of West (24) for assignment.

**Method**: Students are asked to read the material provided for a seminar on deviancy amplification. There are three themes to the seminar.

i. Once you've got your deviant how do you get him to confirm your theory?
ii. The interaction between controlling behaviour behaviour and deviating behaviour — moral panics, fantasy crime waves.
iii. The role of academic research in the creation of deviant stereotypes.

**Assignment**: Write a critical review of D.J. West "Delinquents are Different".

Unit 10 — Mass Media and Deviancy Amplification (200 mins.)

**Resources**: Sunday Newspapers and content analysis frame.

**Method**: as suggested in Young and Cohen (25).

Unit 11 — Deviance Normalisation (100 mins.)

**Resources**: Offprinted "Smash, Smash, Smash its Watney's Hash" — Jock Young, "Learning to Live with Crime" Cohen (26)

**Method**: Lecture drawing on the resources cited with additional material on abortion and birth control.

Unit 12 — Case Study (200 mins.)

**Resources**: Class set of offprints of Gail Armstrong & Mary Wilson "Glasgow Gangs and City Politics" (27) Diagram "The extent of a social problem as the outcome of a power game".

**Method**: Class are asked to read Armstrong and Wilson. The lesson consists of producing a synopsis of the 'plot' for students notes focusing on the competition for control as constituting the problem of Easterhouse gangs.

**Essay**: "Under what circumstances does the behaviour of certain groups come to be regarded by others as a social problem?"

Unit 13 — Finale (50 mins.)

**Method**: This consists of a review of the course on deviance using a handout as below.

**"Some of the things you should have learnt about deviance**

i. That the processes whereby someone comes to occupy an officially deviant status are complicated and that those who reach these statuses are not representative of all those who have broken the same rule.

ii. That the processes of reporting, arrest, interrogation, screening etc. all involve practical men and women applying theories of deviance to make decisions.

iii. That studying the people who reach officially deviant statuses, whether studying their psychology or their backgrounds is likely to tell you more about the theories used in their election to deviant status, than about why they committed a deviant act – if they did.

iv. That many theories of deviance put forward by sociologists, criminologists, and psychologists are no more than the theories used by the practical people who make deviancy systems work. Since these theories are constituent parts of what they are trying to explain, they cannot explain deviance.

v. That any adequate theory of deviance must be one which takes into account the fact that the people who make the action have theories on which they act – be they magistrates, or coroners or policemen or murderers.

vi. That at least from a sociological point of view it is better to regard deviance as a societal reaction, than as a term for particular types of act – what happens depends upon the meaning assigned to the act by other people.

vii. That there are no acts which are, on every occasion, deviant irrespective of who commits them – societal reaction is relative to the meaning given to an act by others.

viii. That the meaning given to acts, events and so on may vary from person to person and group to group, but that groups hassle to get their version accepted as 'the truth'.

ix. That deviance is merely a corrolary of rule-making. Make rules and you create the conditions for deviance. The existence of deviance in society is not a sociological problem. Sociological interest is in the forms deviance takes.

x. Since deviance is a corrollary of making sociologists should be as interested in the processes whereby rules are made, enforced, interpreted, applied, as in why some people break them. Who makes the rules? Whose interests do they serve?

xi. That deviants also assign a meaning to their acts, which is frequently ignored – who believes mad-men, bad-men, con-men etc. . . . . and their meanings are replaced with others.

xii. That deviance seems to call for explanation in a way that conformity does not. If conformity is regarded as 'natural', 'normal', 'God-given' etc. then common sense theorising about deviance will tend to save taken-for-granted notions of what is 'natural', 'normal' and so on.

xiii. That part of the processes of explaining away deviance is the assembly of stereotypes of deviant characters depicted as very different from other people.

xiv. That it is frequently the case that labelled deviants are manipulated to confirm a theory of deviance or that the theory of deviance in operation can explain their behaviour in a way that is consistent with itself.

xv. That throughout the processes of rule-making, rule enforcement, rule-breaking interrogation and treatment there are some people who are much more powerful and much more credible than others – it is their version of what really happens, why he did it, what ought to be done about it – that counts as the truth for practical purposes.

**Carry-over:** This is the end of this module of the course, however it seems worth indicating the carry-over into other sections of the syllabus. Indeed if it were not for a considerable carry-over it would not be possible to justify 5 weeks work on deviance.

The work on suicide is used later as a basis for a phenomenological critique of positivistic sociology (an exercise 'Can we remedy coroners' verdicts' will be available through the resources exchange for this purpose). The work on suicide also stands as an introduction to Ethnomethodology. The various theories of deviance covered are later used as illustrations of different sociological perspectives, and as illustrating the implicit models of man underlying particular types of sociology and psychology. In covering research methodology Eysenck is recalled as an example of how not to select samples: Jock Young & Armstrong & Wilson as the problem of sentimental bias in participant observation: D.J. West as the problem of retrospective bias, and as an example of the use of longitudinal studies. The basis of the Juvenile Delinquency Simulation stands as an example of the simulation as a research technique. Rosenhan later finds his place alongside Goffman and the Braginskis in the topic of total institutions. The work on the mass media is recalled when this is taught as a topic in its own right. The notion that bad families cause bad people is linked to public and sociological interest in the 'decline of the family' and to the topic of socialisation, while illegitimacy, educational failure and strikes all appear later as types of deviance with accompanyiny theories which explain away their most essential features. Homosexuality occupies a key position in our teaching about sex and gender.

The hierarchy of credibility which is apparent above, in so far as some people get believed and some don't is later linked with the topics of power, authority and legitimation. The whole module provides material for considering value freedom in sociology, and the role of sociology in transforming society.

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# THE SOCIAL SCIENCE TEACHER

Journal of the Association for the Teaching of the Social Sciences Vol.5 No.4 Special Edition on School Textbooks and Curriculum Projects.

Edited by Roland Meighan and Frank Reeves

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## EDITORIAL

The editors would like to invite contributions to the various sections of the Social Science Teacher. The current edition may provide one kind of opportunity since, although a range of curriculum projects and textbooks is analysed, there are obvious gaps. Attempts to fill these gaps would be welcome. Other possibilities include letters to the editors, resource exchange items, book reviews, articles or a briefings.

The next edition will be devoted to Games and Simulations. Subsequent editions will look at the teaching of sex roles, the assessment question, community studies, the teaching of economics, anthropology in the classroom, politics teaching, and the teaching of psychology in schools. RM. FR.

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Views expressed in contributions to this journal do not necessarily represent the views of A.T.S.S. or the editors. The journal provides opportunities for the expression of divergent ideas and opinions.

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The Association aims to promote and develop the teaching of the social sciences, both as separate disciplines and in an integrated form, at primary, secondary and tertiary stages of education; to produce and disseminate appropriate teaching materials and advice on teaching methods related to the social sciences; to provide opportunities for teachers and educationists to meet for discussion and the exchange of ideas.

Activity is mostly focussed at local levels to encourage maximum membership participation. Branch meetings (unless otherwise specified) are open to any interested person but where an admission charge is made, non ATSS members will be charged at a higher rate.

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**The Social Science Teacher** is the journal of the Association for the Teaching of the social sciences, an association of teachers of the social science disciplines (sociology, anthropology, economics, politics, and psychology) in the primary, secondary, tertiary and higher sectors of education.

The journal is intended to provide an information service for social science teachers. The magazine contains news items, letters, articles, reviews and advertisements. Common themes include the theory of teaching the social sciences, teaching methods, latest ideas in the field of social science, teaching notes, and reviews of books, curriculum projects, and visual aids, etc.

**The Social Science Teacher** is issued free to members of the Association (40p an extra copy) and is 60p to non-members, and is published five times a year.

Advertising rates are available on application to the General Editors.

# ATSS NEWS

Compiled by Chris Brown

## THE SOCIAL SCIENCE TEACHER

In the last issue of this journal I may have given the impression that to have anything to do with putting the journal together was an act of foolishness. My intention was to indicate the enormous workload associated with the job. This has always been the case.

The first issue of The Social Science Teacher (Vol. 1, No. 1) in 1971 was duplicated and collated mainly by Ian Shelton. It consisted of the papers of the first Easter course held at Worcester on the theme Education for Political Awareness. A few copies of this are still available, price 20p. In 1972 and 1973 The Social Science Teacher was still based on the Easter course for each year but each edition was now printed, an initiative pioneered principally by Chas Townley.

In 1974 the journal broke away from the conference format and Vol. 4 had two issues containing general articles. Behind this steady growth lay a great deal of hard work and worry but without it the present re-styled and more frequent journal would never have been possible.

Each edition of The Social Science Teacher now costs about £450 to print and post; this will be closer to £500 in September. But these figures hide the immense amount of voluntary effort which is involved in the editorial and managerial work. If this contribution could also be costed, the total expenses of each issue would be much greater.

## SOCIOLOGY IN SCOTLAND

It is well known that the Scottish education system is different to everyone else's but in recent years several members of ATSS have come up against the reality of this. The basic difficulty is that admission to teaching posts is governed by regulations relating to degree qualifications. Apart from Economics, the only social science element in the secondary curriculum is Modern Studies. This is an integrated subject heavily influenced by History, Geography and Economics. A teacher of Modern Studies must have a joint degree in two of the contributing disciplines but it is not good enough to have a joint degree in Politics *and* Sociology – an additional qualification in Economics, Geography or History is required. ATSS has in the past remonstrated with those responsible for this situation to no avail.

Recently another difficulty has arisen. The General Teaching Council for Scotland has proposed to the Secretary of State that lecturers in Colleges of Education in Scotland should be registered with the Council. If this were to happen all such lecturers would be required to have classroom experience. But in view of the impossibility of anyone with a Sociology and/or a Politics degree being employed in Scottish schools, this proposal could have serious consequences for the recruitment of Sociologists (and, of course, Psychologists) to the colleges.

ATSS, along with other constituent members of the Standing Committee of Sociologists, has written to the Secretary of State for Scotland expressing its concern at the situation; the letter was sent by Philip Abrams. The reply from the Scottish Education Department defends the regulations relating to Modern Studies teachers, glossing over the way in which Sociology and Politics are effectively devalued as qualifications, and does not refer to registration of lecturers with the GTC.

Sociology itself is virtually non-existent as a subject in Scotland below Higher Education. The number of candidates in Scotland last year for AEB A-level was 157; for O-level the number was 74. The Department of Sociology at Moray House College of Education in Edinburgh has submitted evidence to the Munn Committee (a committee appointed by the Secretary of State for Education to enquire into the curriculum of the secondary school) advocating the introduction of Sociology in the secondary school as an examinable subject.

Anyone who would like further information on these matters should contact Warwick Taylor, Sn. Lecturer in Sociology, Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. Mr. Taylor would be glad to hear from anyone who can let him have details of Mode 3 courses in CSE Sociology and he would be interested in visiting any schools in North-East England which run such courses.

## JOINT MATRICULATION BOARD

At the request of the JMB, ATSS has submitted the names of two nominees to represent the

Association on the JMB Subject Committee for Social Studies. Elected by post from a list of six candidates, the two nominees are:

Marjorie Hall (Lawnswood School, Leeds),
69 Cookridge Lane,
Leeds LS16 7NE
and
Barrie Houlihan, (Millbank College of
Commerce, Liverpool),
49 Hallville Road,
Allerton,
Liverpool L18 0HP

Any one with queries about the JMB should contact Marjorie or Barrie.

## SCHOOLS COUNCIL SOCIAL SCIENCES COMMITTEE

ATSS has been asked to appoint a representative on this committee. The representative will be elected by Council on July 10th. I would be glad to hear by June 19th from any member who is interested in representing ATSS on this committee. Contact me for further information.

## ASSOCIATION FOR LIBERAL EDUCATION

John Russell contributes a note on Liberal Studies at the end of this section. Following a meeting he had recently with officers of ALE, it has been agreed that ATSS and ALE should establish closer working links. Amongst other things we have agreed to exchange representatives on our respective Councils. Consequently, I would like to hear from members who might wish to be involved in this way. Like the Schools Council position referred to above, we shall elect our representative on the ALE Council on July 10th and it would be convenient if those interested could contact me by June 19th.

## UNDERSTANDING WHOSE INDUSTRY?

I have been sent a pamphlet outlining the Understanding British Industry Project recently announced by the CBI. The name of the Project bears an uncanny resemblance to the Project developed at the Warwick Education Offices over the last few years which is called Understanding Industrial Society. We hope to have a teacher involved with this latter project at the conference at Walsall in September; an account of the project appears elsewhere in this volume.

The very similarity in the names of the two projects only serves to highlight the difference and that difference could be significant enough to make a very critical study of the CBI project necessary.

The CBI pamphlet says: "There remains a clear need for a more positive contribution through the normal process of general education towards giving young people the opportunity to learn about the nature and functions of industry and commerce, their social and economic contribution, and the basic elements of business economics."

Well, that is not very hopeful. But other sections sound more optimistic. ". . . industry and commerce are well aware of the need to improve public understanding of itself but collaboration with schools and teachers will only be possible on a basis of mutual respect and understanding in pursuit of relevant and unbiased objectives."

The pamphlet suggests that the Project rests on two premises: "First, that industry and commerce need to do far more to assist the teaching profession to provide an informed and balanced picture of what present-day industry is and does. Second, that in the schools themselves there is an increasing wish to know more of this part of the social and economic scene, and to have unbiased source material available for use within the relevant parts of the curriculum."

I think many ATSS members will welcome this Project. With £200,000 being made available, a considerable production of useful resource materials could be generated. And it is probably true that the curriculum should offer students an opportunity to study the way industry works.

At the same time, however, members of the CBI have not coughed up all that money in a disinterested desire to further social studies in schools! There is an understandable lack of reference in the pamphlet to the possibility of developing a critique of industry and commerce. There is no mention of applying sociological analyses or exploring the social psychology of work. The somewhat parochial concerns which are implied in the name of the Project would seem to make some skewing of the Project in undesirable directions inevitable.

However, most people who are close to the classroom, know that it is more difficult to influence teachers and pupils in any particular direction than outraged parents or councillors usually imagine. Whatever those behind the Project think, there will not be a floor of newly enlightened recruits on the factory floor and the executive office as a result of the Project. Our job will be to see that all the potential new resources improve the general quality of social science education.

Details of the Project can be obtained from Mrs. J. Aram, Education, Training and Technology Directorate, CBI, 21 Tothill Street, London SW1H 9LP.

## SOCIAL STUDIES AND SPECIAL EDUCATION

Until a few weeks ago, it had never occurred to me to consider the role of the social sciences in the curriculum of special schools; the problems of developing the ordinary social science curriculum were sufficient. However, a member recently enquired about the teaching of social studies in special education. I could only reply that I knew nothing about it, nor did I know who might.

It would seem to me that if one of the aims of social science teaching is to create or heighten self-awareness, it could be a valuable ingredient in special education, by helping to make sense of the special relationship which students in this area have with their social world. If anyone has any information about this perhaps they could contact Mr. A. Broughton, 63 Hemsworth Road, Sheffield S8 8LJ.

## SMUT

Yes, Smut! This is the name to be given to a new publication for social science teachers in London and the South-East which is being put together by some ATSS members. It will publish news, information, meetings, workshops, 'help wanted' and 'help available'. Peter North is going to edit an issue for distribution to ILEA schools in the summer term. Further issues will depend on anyone else volunteering to edit them. If there is anything you think ought to be included in SMUT, please send it to Peter North at Avery Hill College of Education, Bexley Road, London SE9.

## WALSALL CONFERENCE

The plans for this which were outlined in the last issue of the journal, have been slightly altered. Instead of organising groups for sociology around the various syllabuses, members of the Executive felt that what was wanted this time was a series of groups based on topics and issues in sociology teaching. A list of all groups is included in the conference brochure which is being circulated with this journal. Several chief examiners will be at the conference, including Tony Marks and Ian Shelton.

## OXFORD COURSE

The Easter Course at Lady Spencer Churchill College of Education, Oxford was a considerable success. Over seventy participants should ensure that it does not make a loss. Perhaps more significant is that two days after the course finished Keith Poulter still had a hangover!

The Association is greatly indebted to Jim Murphy for organising the course, assisted by Paul Baker who also gave the course a firm lead. Participants were also very grateful to Jon Eastmond who organised the bar with the help of Owen Reed.

The Course stimulated a lot of new thinking. In relation to ATSS this includes links with Canadian social studies teachers, volunteers for the new advisory panels, material for the Resources Exchange and articles for the Journal and the possibility of new branches in Scotland and North Midlands. Two specific developments will explore the introduction of a new section of the Journal where members can jot down any small 'ideas' that they think others will find relevant and some ATSS initiative in the area of the use of audio-visual aids in teaching social sciences.

## FORTHCOMING PUBLICATIONS

Denis Gleeson and Geoff Whitty are negotiating with publishers to bring out the collected papers of the conference held at Keele last September on Sociology in the Social Sciences. Chas Townley is resuming production of the Monograph series. Those currently in preparation include: a successor to Graham Vulliamy's New Directions in Sociology; the case for integration in the social sciences; and the relationship between social science and environmental education.

## LOCAL NEWS

Essex Branch recently held a meeting on Projects in Social Science led by Tony Marks and Frank Dabell. At the end of March, West Midlands followed a very popular GCE conference on The Mass Media with their largest meeting of the year on sex roles in society and education at which the speakers were Lynn Davies and Mary Hoffman. Finally, the second meeting of the new Sussex Group in April repeated the success of the first in attracting many teachers; the theme was Resources for Teaching the Social Sciences.

I would still be very glad to hear from anyone prepared to use their energy and initiative in developing and sustaining local groups of ATSS.

## HISTORY WORKSHOP

This new journal is subtitled 'a journal of social historians' and will appear twice annually from Spring 1976. It looks to be the most exciting development in social science publishing this year. Space prevents me from quoting more than a few lines from the publicity leaflet.

"This Journal has developed out of the History Workshops held at Ruskin College, Oxford, over the last eight years, with which the members of the editorial collective have been actively involved. Like the Workshops, like the pamphlets and books in the Workshop Series . . ., the Journal will be concerned to bring the boundaries of history closer to those of people's lives. Like the Workshops, the Journal will address itself to the fundamental elements of social life — work and material culture, class relations and politics, sex divisions and marriage, family, school and home. In the Journal we shall continue to elaborate these themes, but in a more sustained way, an attempt to co-ordinate them within an overall view of capitalism as an historical phenomenon, both as a mode of production and as a system of social relations."

"We also want to assert the primacy of history for social theory, and to offer a more realistic account of social change than is offered by the short-lived hermetic typologies which pass in the name of social science. Instead of attempting to justify history at the bar of sociology — a trial in which the historian is bound by definition to be found wanting — we propose to launch a historian's investigation into the origins, credentials and social character of sociology, and of the changing relationship between ideology and social science."

Included in each issue of this new journal will be a section on The Teaching of History. The publicity says of this: "This section aims to expose the pedagogical confusions which underlie so many of the academic and school routines and deaden historical curiosity, whether at the level of the

CSE, A level or doctoral thesis. We invite teachers and students to share with us their experience in attempting to combat all such routines."

Further details can be obtained from The Business Manager, History Workshop Journal, P.O. Box 69, Oxford OX2 7XA.

## DIARY DATES

June

**11/12** Association for the Teaching of Psychology. Teaching Psychology in the Medical and Nursing Fields. The Postgraduate Centre, London Chest Hospital, Bonner Road, Bethnal Green, London E2. Details from Mrs. P.M. Wright, 11 Lawrie Park Avenue, Sydenham, London SE26.

**17/19** Sociologists in Polytechnics. Annual Conference. Lanchester Polytechnic, Coventry. The themes of the conference are: Sociology in Professional Training; Sociology in the Community; and Sociology and Social Policy. Details from John Selby, Dept. of Applied Social Studies, Lanchester Polytechnic, Priory Street, Coventry CV1 5FB.

**24** Sussex ATSS. Using Projects in Teaching the Social Sciences. Brighton Teacher's Centre. 7.00 p.m.

**26/27** History Workshop. Chapters in the History of Sociology. The City University. Details from Jim Mott, The City University, Northampton Square, London EC1.

July

**2** Sociology of Further Education. Manchester Polytechnic. Details from John Russell, Coombe Lodge, Blagdon, Avon BS18 6RG. Offers of seminar papers welcome.

**13/16** The Political Education of the Young. Westhill College of Education. Details from Robert Hunter, Westhill College of Education, Weoley Park Road, Selly Oak, Birmingham 29.

**19/24** New Directions in Political Science. University of Essex. For teachers of politics and government in schools and colleges. Details from David McKay, Dept. of Government, University of Essex, Wivenhoe Park, Colchester CO4 3SQ.

Sept.

**10/12** Politics Association. Annual Conference. Matlock. Details from Alex Porter, 7 Hornbrook Grove, Solihull, Warks.

**15/18** Research into Further Education. Coombe Lodge. Details from The Registrar, Coombe Lodge, Blagdon, Avon BS18 6RG.

**17/19** ATSS Conference. West Midlands College, Walsall.

**Dec. 1** Essex ATSS. 6th Form Conference on Deviance, with Stan Cohen. S.E. Essex Sixth Form College.

### TEACHING POLITICS VOL. 5. NO. 1 JAN. 1976

The journal of The Politics Association is now being published by Sage Publications, following the expiry of a contract with Longman, and continues to appear three times a year. The format remains the same as does the overall style and emphasis.

In this issue, Bernard Crick's essay on Procedural Values in Political Education displays his usual penetrating common-sense but nevertheless does not seem to take account of a world in which political struggle is not limited by rules of procedure. William Hare contributes an article on what is almost, and perhaps understandably, an obsession in the field of political education – bias and open-mindedness. And Gordon Hesketh's exotically titled essay – Teaching Elites in the Primary School – is less bizarre than you might imagine.

However, the most revealing articles in this issue of Teaching Politics are those by Sir Keith Joseph and Lynton Robins. Sir Keith argues that the underlying realities of political issues are economic and that an understanding of economic factors is an essential pre-requisite for political literacy. A reasonable argument perhaps, but Robins shows us what it really means. Following an investigation into the influence of GCE A-level Government a& Politics and Economics in the process of political socialisation, one conclusion he comes to is that "Exposure to the Economics course appeared to develop more right-wing attitudes than those present in the sample of (all) sixth formers." Nice one, Sir Keith!

Teaching Politics is available from Sage Publications, 44 Hatton Garden, London EC1N 8ER.

### AREA. VOL. 7 1975

This is the Bulletin of The Association for Religious Education, an organisation with which ATSS maintains some tenuous links and which adopts a primarily non-evangelistic approach to RE. Nevertheless, B. Pierce Jones in a critical evaluation of the famous Birmingham Teacher's Handbook of Suggestions for Religious Education, is unable to stomach such a drastic innovation in the RE syllabus. He finds that it leaves the door wide open ". . . for the virtual removal of all traditional forms of religious instruction."

Several other articles suggest that teachers of religion are as beset with problems of bias and indoctrination as teachers of politics; this is particularly reflected in A Case for School Worship by Brenda Watson. AREA is available (price £1.25) from The Treasurer, ARE, 1 Welford Rd., New Oscott, Sutton Coldfield, West Midlands B73 5DP.

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PURPOSE–
TO PROVIDE STUDENTS OF SOCIOLOGY WITH A BASIC UNDERSTANDING OF HOW SOCIOLOGY ESSENTIALLY GOES ABOUT ITS BUSINESS

## CORRESPONDENCE

"Drochaid-Geal"
Kilberry by
Tarbert (Loch Fyne)
Argyll, Scotland
PA29 6YD

Dear Editors,

Social Science as developed at Kidbrooke School in the 60s and 70s was a pioneer and crucial to the direction of that area of curricula from that time since and into the future. I therefore wish to make some additional contributions to those offered by Mr. Geoff Whitty in the April edition of SST (Vol. 5 No. 3).

This area of the school programme would not have got off the ground had it not been allied with much that was not social science. The shrugging off of these adventitious branches has posed not insuperable problems since.

I had to begin the foundations of the ATSS (eagerly taken over by the London Institute when established) in order to gain sufficient esteem for the area to achieve a head of department with funds status and the appointment of a Social Science Inspector in London. On the basis of this esteem, achieved may I say also by my doubling up under a single allowance the work of a year head as well as head of department, enquiries flowed in, students almost overwhelmed us, pressures achieved examination syllabuses, doubtful books were issued by laggard publishers. Much was not social science but there would have been no corner of entry had we not been opportunists.

Provision under Newsom aegis of funds for premature school leavers enabled us to establish social science at varying levels of profundity.

We knew that the majority of people in the field had not an idea as to the direction of the social sciences. This is not to say that some of us, possibly only to be numbered on one hand, had not a clear picture of the way ahead — see postscript to my book in 1965.

Now the Social Sciences, as I never weary of relating to an unattentive audience, are not Sociology although some sociologists are arrogant enough to act as if there were. Social Science in schools and elsewhere has been taken over lock stock and barrel by Sociology and not always by the most profound followers of that "discipline". Nodding acquaintance has been given to Economics and Anthropology but the historico-politico orientated sociologists has in the main perpetuated the old Civics of the historian in another guise and is no more of a scientist than my Aunt Fanny. Dressing up his lack of method in jargon and superficial statistics his aim is the same — the perpetuation of his outlook. He thinks he is progressive: in fact he is living in the nineteenth century.

Mr Whitty makes no attempt to differentiate between Social Studies, Social Science and Sociology which he interuses indiscriminately. I suggest that we put our minds to just this and forget that a rose by any other name . . . . It was this very battle that was fought at the inaugural meeting of the London based ATSS when my battalion threatened to withdraw unless the title of Social Science were accepted. This was in spite of much pressure for Social Studies.

The aim remains the same but it is neither for social change nor for social control. What arrogance! It is for the attempt at social understanding.

I have witnessed at first hand some manouvring of our area of the curriculum in Northern Ireland and California in the interest of change and control. I may be about to witness the same in Scotland which is so far behind our endeavours. Change and control are seldom of evolutionary flavour in such matters.

We do not want students of social science merely "to be able to find their way around the given system". Our whole effort was to destroy such naivety. What we do want is a British evolutionary sense to prevail over the revolutionary destruction of babies with bath waters.

If many sociologists indeed want Marxist revolution — and remember that I was at LSE and sat admiringly at the feet of Laski — let them not debase the social sciences for their vehicle and give up pretending that their approach is more scientific than that of their natural pregenitors.

Winifred Philip
A former Vice President of the ATSS.

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## ANNUAL GENERAL MEETING

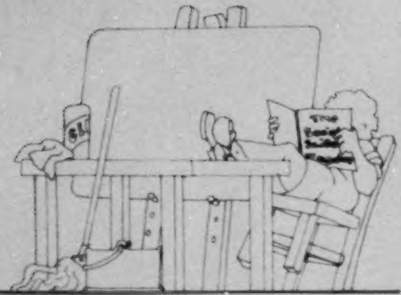
This is to give notice that the Annual General Meeting of ATSS will be held on Saturday, September 18th, 1976 at West Midlands College, Gorway, Walsall at 2.00 p.m.

Election of officers for 1976/77 will take place at this meeting. The offices to be filled are Chairman, Vice-Chairman, Secretary, Assistant Secretary, Treasurer and General Editor. Candidates must be individual members of ATSS and have a proposer and seconder. Nominations must be received by me no later than September 11th.

Notice of motions for debate and amendments to the constitution must be sent to me no later than July 24th.

The agenda for the meeting together with the report of the Council and nomination forms will be circulated to all members at the beginning of August.

Chris Brown, Hon. Sec. 19 Mandeville Gardens, Walsall WS1 3AT.



# ARTICLES

## COMPARATIVE ANALYSIS OF CURRICULUM MATERIALS FOR SOCIAL SCIENCE TEACHERS

**by Roland Meighan and Frank Reeves**

Teachers are constantly involved in research. lowever this is not the grand task of hypothesis esting, theory building, participant observation nd schedule design, so much as survival research. 'he questions here are perhaps more mundane: vhich books shall I use? What resources are vailable? What questions are likely to appear on he examination paper? What use is this new set of urriculum materials? Much of this survival esearch is done in a hurry and using rule of thumb nethods – A textbook may often have to be ssessed by a quick flick through the pages, a look t the writer's credentials, a sample of sections, vith a glance at the follow up suggestions and the nd of chapter questions.

The problem of helping teachers in these urvival research tasks has been given some ttention, mostly by subject teachers' associations, ut a great deal more needs to be done. The series f analyses that follows is an attempt to provide ome comparative information for social science eachers on a number of curriculum projects and ets of materials. There are at least four possible utcomes here.

a) The analyses can provide some general information so that teachers are kept informed about curriculum ideas,
b) The analyses may be useful in making purchasing decisions when adding to the stock of resources,
c) They can serve as a springboard to newer and improved curriculum materials,
d) The analyses may provide ideas for 'home-made', teacher designed materials.

The instrument used is based on the Social cience Education Consortium (S.S.E.C.) Curriculum Analysis, the 1970 Revised version. The first version was devised in 1967 at the S.S.E.C. headquarters in Boulder, Colorado. Subsequently a long, medium and short form of the Curriculum Materials Analysis System (C.M.A.S.) was made available, but the short form proved the most popular. Indeed the long form was intended for use by full-time researchers, in the main. The instrument is under constant review and it was revised again in 1971.

### INSTRUMENT FOR THE ANALYSIS OF CURRICULUM MATERIALS BASED ON THE SOCIAL SCIENCE EDUCATION CONSORTIUM U.S.A. (1970 VERSION).

1. **Introduction**: background of the project, including funding, sponsoring agency, and major personnel.
2. **Product Characteristics**: subject or content area(s); major materials available; their average cost and publisher; age level.
3. **Rationale and Objectives**: rationale for the development of the materials; general and specific objectives.
4. **Content**: core subject area; social science disciplines; relationship of content to rationale and objectives.
5. **Methodology**: major teaching strategies employed; relationship of methodology to rationale and objectives.
6. **Conditions of Implementation**: student, teacher, school and community characteristics which contribute to successful implementation of the materials.
7. **Evaluation**: evaluation plans for measuring student gains; evaluative data on field-tests of the materials; analyst's evaluation of the materials, based on personal use or impressions.

The periodical, Social Education, is the journal of the National Council for Social Studies (N.C.S.S.) and the Council is the U.S.A. equivalent of the A.T.S.S. In November, 1972, Social Education was devoted to a comparative analysis of social studies projects using the 1971 C.M.A.S. and twenty-six projects were covered. The current Social Science Teacher venture is more modest, and covers twelve projects, seven analysed by post-graduate certificate of education students on the social science methods course at the University of Birmingham, and five analysed by more experienced members of the profession.

**ANALYSES**:

1. Schools Council History Geography and Social Science 8–13 Project, by Hazel Sumner.
2. Schools Council General Studies Project, by Robert Stapley and Jean Webb.
3. Schools Council Integrated Studies Project, by Marrianne Kjellgren and Tony Perry.
4. Schools Council Moral Education 14–16 Project "Lifeline", by Mike Brown and Graham Estop.
5. The Humanities Project, by Moira Wales.

6. The Understanding Industrial Society Project, by Peter Birch.
7. The Childwall Project, by Tony Evans.
8. Man – A Course of Study (M.A.C.O.S.), by Bobbie Davey and Veronica Lloyd.
9. The Taba Programme in Social Science, by Conroy Daniel.
10. The Our Working World Project, by Charles Townley.
11. The High School Geography Project, by Charles Townley.
12. The Shelter Youth Education Programme, by Julie Hawkins and Liz Wilson.

**PROJECT PREVIEW – SOME GENERAL FEATURES AND IMPRESSIONS**

| | Project | Sponsor | Approx. Age Group | Main Subject Areas | Student Text | MATERIALS Student Work Books | Teacher Guides | Packs or Kits | Other Media or Activities |
|---|---|---|---|---|---|---|---|---|---|
| 1. | History, Geography and Social Science 8–13 | Schools Council | 8–13 | History<br>Geography<br>Social Sciences | | ✓ | ✓ | ✓ | Tapes<br>Slides<br>Games<br>Simulations |
| 2. | General Studies | Schools Council | 16–18 | Humanities<br>Sociology<br>Economics<br>Political Science<br>Psychology | | ✓ | ✓ | | Games<br>Simulations |
| 3. | Integrated Studies | Schools Council | 9–13 | Humanities<br>Anthropology<br>Sociology<br>English | | | ✓ | ✓ | Slides<br>Tapes<br>Films |
| 4. | Moral Education "Lifeline" | Schools Council | 14–16+ | Humanities<br>Philosophy<br>Social Psychology<br>Sociology | | ✓ | ✓ | ✓ | Slides |
| 5. | Humanities | Nuffield Foundation and Schools Council | 14–16+ | Humanities<br>Social Psychology<br>Sociology<br>English | | | ✓ | ✓ | Tapes |
| 6. | Understanding Industrial Society | Warwicks. L.E.A. and University of Birmingham | 14–16 | Economics<br>Sociology<br>Political Science | ✓ | | ✓ | | Simulations<br>Video Tapes<br>Visits |
| 7. | Childwall Project | Liverpool L.E.A. | 14–16 | Economics<br>Psychology<br>Sociology<br>Politics | ✓ | | ✓ | ✓ | Filmstrips<br>Tapes |
| 8. | Man-A-Course of Study (M.A.C.O.S.) | Education Development Centre Inc. U.S.A. | 10–13+ | Anthropology<br>Biology<br>Sociology | ✓ | ✓ | ✓ | | Films<br>Games<br>Simulations<br>Filmstrips<br>Records |
| 9. | Taba Programme | San Francisco State College | 7–14 | Social Sciences<br>History<br>Geography | ✓ | | ✓ | | |
| 10. | Our Working World | University of Colorado | 7–12 | Economics<br>Social Sciences | ✓ | ✓ | ✓ | ✓ | Games<br>Records<br>Filmstrips |
| 11. | High School Geography | Assoc. American Geographers and Nat. Science Foundation | 11–16 | Geography<br>Sociology<br>Economics<br>Political Science | ✓ | ✓ | ✓ | | Filmstrips<br>Records<br>Games<br>Transparencies |
| 12. | Shelter Youth Education Programme | Shelter | 14–18 | Humanities<br>English<br>Sociology<br>History<br>Social Admin. | | ✓ | ✓ | ✓ | Slides<br>Simulations<br>Posters |

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## 1. THE SCHOOLS COUNCIL HISTORY, GEOGRAPHY AND SOCIAL SCIENCE 8–13 PROJECT

**Analysed by Hazel Sumner**

### 1. Introduction

The Project was sponsored by the Schools Council as a result of the recommendation made in their working Paper Number 39, "Social Studies 8–13". The Working Paper was the result of an enquiry, directed by Dennis Lawton, into social studies teaching for pupils in the middle years. The new development Project was funded initially to run for three years, but it received an extension of one year so that a special study could be made of the process of diffusion of its ideas. Professor W.A.L. Blyth directed the Project, which was based in the School of Education at the University of Liverpool. There were five others in the Project team, all experienced teachers with research experience also. During the period 1971–73 the team worked closely with teachers in 32 schools situated in a wide variety of locations. The approaches developed in this phase were then introduced into a number of other areas, teachers from several schools in each area working together in groups in Teachers' Centres. The Project's publishers are Collins Glasgow/E.S.L. Bristol and it is anticipated that the publication of materials will be completed by Spring 1977.

### 2. Product Characteristics

A detailed rationale of the Project is set out in "Curriculum Planning in History, Geography and Social Science, 8–13". A shorter statement is included in each of the 15 Units of pupil materials. Also available are seven booklets for teachers. These deal with the details of implementation in the classroom. A further booklet "Themes in Outline", gives details of many of the schemes of work actually developed by the schools in partnership with the Project team.

The Units, average cost £10 each, contain multi-media materials designed to provide topic work for a whole class for about half a term. Examples are "Floods", "Going to School" and "Life in the 1930s". The Units are designed to be used as "starter packs" for the teacher's own curriculum development. They do not consist of highly polished pupil materials, refined by continual retesting. Rather, they illustrate the ways in which ideas may be translated into activities for pupils.

### 3. Rationale and Objectives

The Project team's brief required them to develop ways of teaching social studies using the contributory disciplines either separately *or* in conjunction with one another. The approach developed allows the teacher himself to decide on this issue.

It is recommended that teachers should utilise skill objectives as a basis for their planning. Three groups of skills are distinguished – intellectual, social and psycho-motor. Specially emphasised are ciritical thinking skills and the development of empathy. It is suggested that content might be chosen with the aid of key concepts which point to universally significant aspects of social relationships – e.g. Communication, Power, Values and Beliefs. The Project does not state that these *particular* objectives and key concepts are relevant to the aims of all social studies teachers. Rather it presents them as techniques for avoiding the emphasis on fact presentation and recall, which has been a widespread feature of social studies for this age group.

### 4. Content

Some of the exemplar Units draw on one or two of the contributory disciplines; a few on all three. All the major social sciences have been utilised. No one social scientific perspective is presented to the exclusion of all others. The disciplines are not viewed as bodies of facts but as resources which can be used for help in framing questions about men in society, for concepts and for techniques of investigation. The Units available do not form a "course" for it is anticipated that content will have to be adjusted for each group of pupils, to take account of their particular social experiences, the opportunities presented by the locality, the organisation and facilities of the school and the teachers' own personal resources. It is suggested, however, that teachers might make a considered attempt to include topics that might be termed 'socially sensitive' for their particular pupils.

### 5. Methodology

The work is inquiry – based and utilises a wide range of resources. Pupils are given opportunities to collect their own data and to draw conclusions from data collected by others. The question asked of the data are more "open" than "closed", so that thinking skills can be developed. There are suggestions for individual, group and class work. Games, simulations, and discussion work are frequently utilised. The work is structured but there are opportunities for pupils to decide the direction of their own work. Most of the units allow for comparison of case studies and often include suggestions for a parallel local enquiry.

### 6. Conditions of Implimentation

The Project is for pupils in the middle years, not just for middle schools. It has been designed therefore, to suit a wide range of organisational conditions, ranging from the single teacher in the primary school to the team of teachers working in the lower secondary school. Ideally teachers should have time for planning and adequate facilities for the making and storage of resources.

The Project is flexible at all the crucial decision making points — objectives, content, resources, and discipline base. It is not, however, compatible with a didactic teaching approach, and if the pupils' work is to be truly exploratory, a supportive classroom climate is essential.

### 7. Evaluation

The Project was evaluated at two levels: (i) the effectiveness of the Project's innovatory strategy was monitored and (ii) new techniques for measuring pupils' progress were developed. One of the teachers' support booklets deals with this topic, though it is recognised that skills take time to develop. The need for record keeping is emphasised. The long term hope is that through a greater understanding of the social aspects of their lives, pupils will be better able to control their destinies.

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## 2. THE SCHOOLS COUNCIL GENERAL STUDIES PROJECT.

**Analysed by Robert Stapley and Jean Webb.**

### 1. Introduction

The General Studies project was set up by the Schools Council as a curriculum project at the University of York in 1968 to find a way of developing general education in sixth forms and F.E. colleges. The project is published jointly by Longman and Penguin Education, the project director being Robert Irvine Smith. A large number of teachers have been involved in the preparation of trial materials, which embody various styles of teaching and learning, and in experiments in setting up resource centres. Formal trials have been carried out in 21 secondary schools and F.E. colleges and in 250 associate ones. The first catalogues were issued in 1972.

### 2. Product Characteristics

The project materials are published in the form of units. A unit is a group of documents on a topic, put together in a pad of 5 to 15 sheets. There are three types of unit:

i) Study units which contain source materials with a study guide to help the student to work on them effectively, and a note addressed to the teacher.
ii) Reference units which discuss books, audio-visual materials and resources services related to the topic.
iii) Teachers' units which contain materials on teaching styles, course planning, use of study units and their relation to other materials and activities.

These units are arranged in the form of catalogues under general themes but the units are ordered individually. For an annual subscription of £68 the school receives a catalogue containing a single copy of each of the 100 units published in the current year plus 300 vouchers which can be exchanged for copies of units in the catalogue. This provides the teacher with a growing bank of resources and ideas from which (s)he can choose the resources needed for his/her own teaching strategies, class size and subject matter. It is an economical system since the teacher decides on the precise quantities needed and does not get a surplus of copies as could happen if a pre-packaged kit had been bought. This system also means that the teacher can order units as and when they are needed and does not have to make binding decisions too early in the year. Vouchers for extra units can be bought at £7.50 for 50.

Subscribers entering the scheme in later years can buy the earlier catalogues to complete their bank, and will receive vouchers to order units from them.

### 3. Rationale and Objectives

As already noted the original aim for developing this General Studies project was to develop general education in sixth forms and F.E. colleges. It is also concerned with the general element in specialist methods. However the units can be combined to form short courses or to supplement existing courses; they have even been used in preparation for CSE and CGE exams.

As each unit puts forward various points of view on often controversial subjects the project has the ultimate aim of changing people's perceptions and attitudes, placing emphasis upon thinking for oneself and encouraging the critical use of sources, and the development of rational attitudes.

### 4. Content

The units are arranged in thematic catalogues which are not prescriptive courses but simply ways of storing the units which are cross-referenced. The themes are intended to cover all areas of the social science disciplines and there is ample opportunity to bring many different ideas and concepts into discussions of the material. Subjects discussed are those which would otherwise be left out of th students' curriculum although they are an essential contribution to a general education. The variet of material also helps the students to criticise the society they live in.

### 5. Methodology

The project is designed primarily for the teacher who wishes to employ a combination of grou discussion, tutorials and independent study, together with other activities and styles of work. Eac unit provides for at least one hour's work.

The General Studies project is not intended to replace the teacher but, by making the experiences o others available and by providing suitable materials, it enables the teacher to work more effectively widen his/her range of choice and enhance (so it is claimed) his/her role. The units vary considerabl since different writers are involved. Thus presentation of materials can greatly differ.

### 6. Conditions for Implementation

This project is nothing if not adaptable: it has been used with apparently satisfactory results in a wide range of teaching contexts. The project is concerned with a wide range of objectives so teachers can choose whatever method best suits them, the class, the school and the situation. Clearly the students must become used to independent work if the teacher wishes to "take a back seat". A social science background would be an advantage to the teacher. A good library or resources centre would be of great use also.

### 7. Evaluation

The success of the project can never be "scientifically" demonstrated, it really depends upon feedback in discussion with the students. Ultimately the most useful evaluation must be the teacher's perception of how the course has affected the thinking processes and attitudes of the students.

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## 3. THE SCHOOLS COUNCIL INTEGRATED STUDIES PROJECT.

**Analysed by Marianne Kjellgren and Tony Perry.**

### 1. Introduction

The Integrated Studies Curriculum Project was set up by the schools Council in 1968. The aim was to promote co-operation between subjects and teachers and to encourage the search for ways of relating knowledge to the experience and feelings of students. The Project was based at the Institute of Education in Keele where a team under the directorship of David Bolam developed thematic units which were then tried out in schools in the supporting LEA's of Shropshire, Staffordshire, Stoke-on-Trent and Cheshire.

### 2. Product Characteristics

The material for the Integrated Studies Project is divided into three sections aimed at different age-groups. The first part of the project is aimed at Middle School pupils and consists of a Teachers' Handbook for Unit 1: **Exploration Man** – An Introduction to Integrated Studies. It is published by Oxford University Press for the price of 75p. There are also sets of slides (12 for £2), tapes (£4 each) and six study-folders (£2 each) for this unit but these are optional additions whereas the handbook which contains a sequence of development of integrated studies and an abundance of imaginative and useful activity suggestions is the most important part of this unit. An A.T.V. Schools Television series 'Exploration Man', available as 16mm films through the Rank film library, provides other material. There are two units aimed at the Junior forms of Secondary School. These contain material developed around the themes **'Communicating with Others'** and **'Living Together'**. For these units there are study-folders with written material, pictures, posters etc. The folders cost £5 each and each folder contains 5 copies of each sheet. With some of the folders there are also slides (£1.25 for 10 slides) and a tape which costs £4 is available for the unit Communicating with Others. The two units are accompanies by a teachers' guide.

### 3. Rationale and Objectives

A. The development of child-centred learning by increasing the pupils' power to decide and pursue their own learning paths.

B. Subjects are treated as tools of inquiry rather than as bodies of knowledge. Both the distinctiveness of each subject and the links between them are stressed. The utilisation of cross-links between subjects will make it possible to study large and complex human issues within the framework of one course.

C. By confining itself to general guidelines about integration between subjects rather than creat a full programme the project wishes to make it possible for schools with different starti points to use and adapt the material for their specific needs.

## 4. Content

**Exploration Man**: the two themes 'Exploration' and 'Man' are pursued simultaneously. The modes enquiry and approaches of different subjects are introduced and their different ways of finding o about Man and Society are demonstrated. The most important source of material is the childrer own immediate environment.

**Communicating with others** deals with communication through words, signs, pictures, music, dram etc. and also with barriers to communication.

**Living Together** presents material from three different societies (Tristan de Cunha, the Dayaks c Borneo and Imperial China) to provide comparison to the pupils' own society and raise questior about social organisation.

For pupils in Upper forms of Secondary Schools different combinations of disciplines suppor different forms of integration. Students are supposed to choose topics related to (a) a geographica region or culture, (b) a life theme (becoming adult, personal relations), (c) social issued or probmem (family, groups in society), (d) specialised core (historical period), (e) multidimensional enquiry (man-made-man).

## 5. Methodology

The suggested approach involves some form of team-teaching, ideally a team of teachers planning together and utilising their particular expertise. This co-operation of teachers is directed towards organising the "learning experience" in such a way as to provide an integrated view of things and hopefully to achieve an "integration of experiences" on the part of the child. The role of the teacher in such an endeavour can be of a varied nature. For example the teacher can "provide an ideas framework" thereby guiding development of enquiry and focussing the attention of children on significant issues. The teacher can also act to make "relevant resources available" to "organise flexible personal relationships" both between pupils and teacher and among pupils themselves. The teacher may also act to concentrate effort on the enquiring aspects of the project. The teacher(s) role(s) will vary according to the direction the project takes and what emphasis is placed within it.

## 6. Conditions for Implementation

In keeping with the underlying philosophy of the project schools have to view subjects as modes of enquiry rather than bodies of information. In planning the curriculum it is suggested the whole sequence of learning through school be considered. The stress on team teaching could also cause problems of organisation. There is also a suggested flexibility of groupings within various age groups enabling small group and individualised learning as well as larger group or class learning teaching situations. These demands could lead in the extreme case to the need for new buildings or at least the need for some modification of existing structures. The demands made could lead to time-tabling problems and the suggestions for different types of teacher-pupil relationships could provide some difficulties. Although some materials are provided much other material could be used which could make further demands on teacher and school resources.

## Evaluation

The designers of the project suggest three main components of assessment. Some form of continuous assessment, use of specific tests and the use of observation/checklists. Whether one, or a combination of these are actually employed depends on the particular school. It is pointed out that assessment should not be an "end of the road" check up but rather a continuous appreciation of the contribution each child is making to the enquiry which teacher and pupils are undertaking together. There is also a suggestion that there should be some provision for pupils both to assess the achievements and the effectiveness of the enquiry and also their own performance within it. The teaching team should also assess their own performance and effectiveness of their work. Also a periodic check on the suitability of the initial selection of issues made by the team with a view of possibly altering them in the future.

# 4. THE SCHOOLS COUNCIL PROJECT ON MORAL EDUCATION 14–16
# "LIFELINE"

**Analysed by Mike Brown and Graham Estop**

## 1. Introduction

Lifeline was produced by the Schools Council Project on Moral Education following a four year stud (1967-72) of secondary school pupils' needs. The project was based at Oxford University, Departmer of Education under the guidance of Peter McPhail, the authors all having been practising secondar school teachers. Before its publication by Longman's in 1972, the Lifeline project has been tested i 200 schools and colleges.

## 2. Product Characteristics

The programme (designed for 13:16 year olds) can be divided into 3 phases.

i) **In other people's shoes**: this initial introductory phase consists of three sets of cards and teacher's handbook.

a) The **sensitivity** approach asks pupils the question 'What do you do in this situation?' Th basic approach to moral development involves only two people with the material designed to hel both boys and girls identify both their own needs, feelings and interests **as well as** those of others.

b) The **consequences** approach asks the question 'what happens when . . . . ?' with emphasis o personal action and its effects on others. This section does not limit the pupils consideration to tw characters and provides a basic foundation for the consideration of other people.

c) **Points of View** returns to the two character approach and asks the pupil directly to pu himself/herself in the position of the affected character in an attempt to consolidate the consequence approach objective and considerate behaviour. The materials for the above introductory phase co around £4.

ii) **Proving the rule**: follows the introductory phase, but places the individual in small grou situations to face the conflict within the group and also pressures from other groups. This is done b using five topic booklets outlining a number of situations and asking questions such as 'How woul you feel in this situation?' The total cost of these booklets is approx. £1.

iii) **What would you have done?** this final phase is an extension of the first two, encouraging pupi to adopt considerate answers to questions from six unfamiliar situations in societies alien to them, an at times from other generations than their own. Each alien situation is presented to them is a sho booklet costing 15p.

Two supplementary teachers' texts are recommended by the authors, these costing another £2.5 approximately. The authors, however, express the hope that ultimately pupils would suggest and wor from their own experiences and resources and that teachers would develop materials outside thos given in the curriculum to suit pupils' needs.

## 3. Rationale and Objectives

The project team provide a concise statement of their aims – '. . . . to help young people in secondar schools adopt a considerate style of life, to adopt patterns of behaviour which take other people needs, feelings and interests into account as well as their own.'

The rationale behind this quote comes from three independent surveys of what schools should b doing. These showed that the majority of pupils at secondary schools wanted help with interpersona relations and over questions of right and wrong.

## 4. Content

The content of the Lifeline curriculum has to a large extent been determined by the pupils wh approached members of the project teams with various personal problems. This was especially so i the first phase 'In other people's shoes'. The card system used in this section has much to recommen it. Firstly the cards are large and well illustrated, secondly the printing of the cards should provid little difficulty for poor readers, and thirdly the situations illustrated are numerous and varied. Th booklets used in the remaining sections contain many photographs, cartoons and drawings of a hig graphical quality. The curriculum is designed to get pupils actively involved by using discussion, a work, creative writing, drama and role play. The team has thus adopted a practical, positive approac to morel education which would seem essential to prevent pupils losing interest. One criticism of th material comes from Book 1 of 'Proving the Rule' where the situations demonstrated are from a mal viewpoint only. Surely at this age, although male and female problems may differ, both sexes shoul be taken together in one book. Similarly when looking at the problems raised in phase one, eac situation should not be treated as sex specific, and would help in the understanding of both sexes.

## 5. Methodology

The programme set down is intended as a guideline to students, thus the course is not specificall teacher orientated. The authors recommend that once 'the ice has been broken' in pupils expressio small groups should be left to explore situations which interest them. New situations introduced b the pupils should not be discouraged, with the project team stressing that on no account should an authoritarian approach be used.

The materials in the project are designed to be taken out of context, or used out of order, or with different age groups outside those recommended.

### 6. Conditions for Implementation

The schools that adopt this project must have both the space available for discussion, drama etc., and teacher(s) sympathetic to the objectives of the course. The Lifeline course is extremely flexible and can be used in the content of many subject lessons. However the authors point out it is not an alternative or replacement R.E. syllabus. Neither is Lifeline an attempt to tell pupils all the answers to all their problems, or to preach morals at them. Even though this is clearly stated, the project is certainly wide open to such abuse by teachers. The project is also not a substitute school counsellor. Although it is questionable how far students identify their own problems with those put forward in the situations, it is even more questionable whether the solutions they reach will be the solutions they preach.

### 7. Evaluation

The success of any moral education programme can never really be scientifically assessed. Certainly the outcomes of the project are not testable. Even feedback from pupils is suspect because many of the topics are subjective and emotive and would tend to distort the pupils view of the course. The authors aim at producing students who at the end of the curriculum — 'find solutions considerate to others' — and are sophisticated, mobile social and moral performers. This statement alone perhaps summarises the sheer impracticability of assessing such a course.

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## 5. THE HUMANITIES PROJECT.

**Analysed by Moira Wales**

### 1. Introduction

The Humanities Project was sponsored by the Schools Council and the Nuffield Foundation. It sprang out of the context of the Schools Council's research and development programme which was preparing for the raising of the school leaving age (R.O.S.L.A.)

The project was set up in September 1967 and the first set of materials were available from May 1970, published by Heinemann Educational Books. The concern was generally with young people's understanding of what was assumed to be areas of universal human concern.

The Project team leader, Lawrence Stenhouse sees the Humanities Project ultimately involving radical changes in school organisation and in the attitudes of teachers to pupils.

### 2. Product Characteristics

The main focus is on the students understanding of issues, which is encouraged and extended by the presentation of evidence from the Project's collections of material. These collections of material can easily be added to by student or teacher. Certain areas of enquiry have been chosen for development and material on each theme has been collected.

Each pack dealing with one area of concern, includes 20 sets of about 200 items printed 'evidence', such as poems, newspaper cuttings, book extracts and photographs. There are two teachers sets in each pack which comprise 1 copy of each 'evidence' item, a general introduction to the Humanities Project and a handbook which includes a discussion of the possible issues raised by the pack, indexes the materials and gives a guide to appropriate films. Also contained in the pack is 3 hours of recorded material, such as interviews, folk-songs and poems.

The first four areas to be covered by the Project are Education, the Family, Relations between the Sexes and War and Society. Later packs dealt with the topics of Poverty, People and Work, Law and Order and Living in Cities. A pack which intended to deal with the question of Race was subsequently withdrawn.

The Education pack is largely concerned with the purposes of education and the relationship between school and society. Also dealt with is the subject of how the students see the role of the teacher. The Family pack looks at changes in the family, the roles of family members, childbearing and the influences on the family. Although the main emphasis is on the family in this Society, some of the materials are drawn from the subject area of anthropology, affording something of a comparative view. The Relation between the Sexes pack, covers areas such as courtship, different perceptions of masculinity and feminity, judgements about the opposite sex and marriage. The project team have stated that understanding the relations between the sexes cannot be achieved without knowledge of the physiological aspects of sexuality and contraception. This pack does not deal with these aspects and so presumably, pupils should have discussed this earlier to ensure an adequate background for understanding the relations between the sexes.

'War and Society', concerns itself with the following topics: the impact of war on social relations, the function of propaganda, technology and the changing nature of War. The emphasis is largely on the two world wars and the war in Vietnam.

These first four packs cost £40 each. They can be ordered directly from the publishers, Heinemann Educational Books Ltd., 48 Charles Street, London, W1X 8AH.

## 3. Rationale and Objectives

The overall objective of this project is to develop an understanding of social situations and human acts and of the controversial value issues which they raise. With R.O.S.L.A., Stenhouse sees the need for a new relationship with adolescents, and for them to take account of their responsibility. The rationale behind the Project is that education should be co-operative and the issues discussed must be justified on the basis that pupils should be interested in them, because the issues are somehow of universal human concern. This seems somewhat dubious, since how can the teacher from the outset justify the worthiness of being concerned about say Education, to pupils whose experiences of school have well and truly 'turned them off'.

Anyway, these materials, which are meant to be added to, are developed through a technique of discussion, enabling pupils to take responsibility for their own learning, so they are transformed from pupils into students. The Project is seen as helping to define the nature of the problems associated with R.O.S.L.A., and according to Stenhouse, 'the object is to put a new and powerful skill within the repertoire of the teacher as (s)he meets the problems of new 4th and 5th years'. An attempt has been made to render these issues accessible to students whose values differ from those of the teacher.

The general conception of the Humanities Project was outlined in the Schools Council Working Paper 2, which stated that, 'the problem is to give every man some access to a complex cultural inheritance, some hold on his personal life and on his relationships with the various communities to which he belongs, some extension of his understanding of, and sensitivity towards other human beings. The aim is to forward understanding, discrimination and judgement in the human field'.

Specific objectives would seem to be consistent with the overall objectives and rationale. For example the 'Family', pack attempts to allow for the fact that the young people using it will be from different environments and so middle-class values are not pushed too much. Relations between the sexes is regarded by the project as most urgently in need of understanding.

## 4. Content

The major subject areas include the arts, religion, history and the social sciences, in which personal beliefs and tastes are seen as important. Many different views on each issue are presented, often without qualification or analysis. Little attempt is made by the actual materials to tackle the problems of inaccurate or ethnocentric conceptions about social behaviour which pupils may have. Most of the packs consist of largely unstructured stimulus materials which are intended to provoke discussion.

The issues covered by the project are seen as controversial. By this is meant an issue which 'divides students, parents and teachers because it involves an element of value judgement which prevents the issues being settled by evidence and experiment'. Thus, this accounts for the fact that issues which are regarded by the project team as most controversial, such as relations between the sexes, do not seem to draw so much from the social sciences, as it is seen as impossible to settle such issues by evidence and experimentation.

The content would seem to be well related to the aim of the project of helping or stimulating pupils to realise the implications of their own value judgements.

## 5. Methodology

A very important premise on which this curriculum is based is that the teacher accepts the need to submit her/his teaching in controversial areas to the criterion of neutrality, and so teachers should regard it as part of their responsibility not to promote their own view. The issues are developed by discussion and the teachers role is that of an impartial chairperson. Thus the method of enquiry is based, not on instruction, but discussion.

Also important is the notion that discussion should not attempt to move towards a consensus but that different viewpoints should be protected. So the teacher is neutral on issues which are under discussion but is committed to certain procedural values.

The teacher is meant to feed in materials as 'evidence' according to needs arising out of the discussion. However this evidence is not chosen for the authority it carries, but for its relevance to an issue. However the teacher is assumed to be responsible for identifying the issues involved as this structures the enquiry and ensures the continuity of discussion.

## 6. Conditions for Implementation

The teacher must be responsible for the physical environment and movable furniture in the classroom is important. The materials are not intended for individualised work, but for co-operative group discussion and inter-action. Thus for discussion, students should be able to sit in a circle with the teacher/chairperson as part of it. A good arrangement for other work is to have tables and chairs in a square, as for a committee.

Although the main focus of the Project is the 14 to 16 age group of average and below average ability without serious reading difficulties; the materials can be used with 6th formers and further education students, since it is the techniques of discussion which are important. However this project is seen as being capable of 'stretching' average ability students in the top grade C.S.E. range.

7. **Evaluation**

It is suggested that discussion should not be assessed by a system of public evaluation such as grades. Students are intended to explore their own and others responses to situations and issues. A feeling of the need to perform and to please the teacher would destroy this intention.

It is very difficult to judge student success in understanding issues. However in the introduction to the project various evaluative criteria are suggested: These include the understanding of concepts to explore issues, understanding a wide range of views on an issue, appreciating the relationship between a person's situation and the way he behaves, recognising ambiguity in evidence and the development of hypotheses to account for and predict human behaviour.

In general, the best guide for evaluation is to work towards procedures involving multiple criteria and to use a good deal of continuous assessment.

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## 6. SCHOOLS' 'UNDERSTANDING INDUSTRIAL SOCIETY' PROJECT

**Analysed by Peter Birch**

1. **Introduction**

It emerged from "Enquiry 1" (HMSO), which the Government Social Survey carried out in 1968 on behalf of the Schools Council, that the functions of the school considered most important by teachers, pupils and their parents were those concerned with self-development and careers. Teachers meeting in curriculum development groups in at least one L.E.A. began discussions on how courses might be devised to contribute directly to these functions. As a consequence of their deliberations, materials in the form of a teacher's guide and pupils' activities were brought together by Alan Sanday and Peter Birch, two Warwickshire Inspectors at the time, and tried out in twenty schools in Staffordshire, Coventry and Warwickshire. The first external examinations in the subject at C.S.E. and 'O' level were taken by pupils in 1974 under the nomenclature of: Social Economics – Understanding Industrial Society.

2. **Product Characteristics**

The materials so far produced are appropriate for average and above average pupils in the fourth and fifth years of secondary schools. As a result of the trials they have been extensively revised and are now published (May, 1976) by Hodder and Stoughton Educational. They have been produced in book form: a teacher's guide; a sequence of pupils' activities, containing separate sections for 'O' level and C.S.E. pupils and a series of cassette recordings of live interviews with managers, employees, shop-stewards, etc.

3. **Rationale and Objectives**

Self-development and career structures are intricately interwoven and both require fundamental choices to be made. In order for these choices to be meaningful, pupils need to gain insights into the motivation of people who play a variety of roles in society such as those of employer, worker, consumer and citizen. They also need some appreciation of the patterns of relationships in economic and social structures. The crisis of self-development is how far one has to adapt to society and how far one is able to adapt society to oneself. An empathetic understanding of the inevitable conflicts of interest amongst individuals or groups is thought to be an important element in the general education of all pupils who will be largely dependent once they have left school on the mass media for their information, which they should be able to assess both critically and constructively.

4. **Content and Methodology**

As the emphasis of the course is on understanding, perception, interpretation and decision-making rather than recall, there is no clearly definable body of knowledge as such which has to be learned. The learning takes place through the pupils' active participation and direct experience and where this is not practicable through simulated experience. There are, however, three main divisions in these activities:–

(a) **Setting up a small firm**
Here the pupil acts out mainly the role of the small entrepreneur. He is required to design a product, to manufacture it and to sell it. He is seeking both job satisfaction and profit and needs to make first-hand studies of manufacturing and retail organisations before he can set up his own theoretical model.

(b) **Expanding the company**
The firms expands and "goes public". The profit motive is still there and some of the ways, both commendable and questionable, that firms use to increase production are examined. But the pupil has changed roles. He is now a worker wanting a share in the increased profits and he has to consider how he can organise himself and other workers to protect his interests and improve his working conditions. Help from experienced trade union officials is brought into the classroom.

(c) **The consequences of business activities**
The pupil now becomes consumer and citizen. He looks back at the effects his business interests may have had on national resources and the environment. He becomes aware of a possible clash of interest between his role as a worker demanding stability of employment and his role as a consumer requiring response of supply to demand. He questions the relative functions of the private and public sectors, how the Government tries to manage the economy, and, finally, the ways in which he might influence decisions both at local and national level.

### 5. Conditions for Implementation

The course was deliberately designed to fit in the traditional option system in the fourth and fifth years of the secondary school, and therefore requires the same time allocation as any other subject, i.e. four periods per week. At 'O' level registration must be made with the Associated Examining Board which has now agreed to set a Mode I paper entitled "British Industrial Society" and to moderate the course work. Currently, both the West Midlands and the East Midlands C.S.E. Boards have Mode III examinations in the subject. Detailed information can be obtained from the Teacher's Guide or direct from the A.E.B. It is also necessary to make arrangements to visit factories and to invite outside speakers into school well in advance of the required date.

### 6. Evaluation

There has been no systematic evaluation of the project by an outside agency. However, over the four years' trial period there has been considerable feedback from teachers, pupils, parents and employers. There have been alterations to the materials where they were thought to be weak, or too complex, or where they were not meeting objectives specifically. For this evaluation the subjective but professional advice of teachers within the project has been taken. Additionally, the assessment procedures both at 'O' level and C.S.E. have been designed to test the objectives of the course and the results have been extremely gratifying. However, it will not be before the pupils have become adults, or at least have had some sustained experience of industry, that the real effectiveness of the course and the degree of understanding can be truly ascertained.

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## 7. THE CHILDWALL PROJECT (DESIGN FOR LIVING)

**Analysed by Tony Evans**

### 1. Introduction

The "Childwall Project", a social studies course, was established in 1967 to prepare programmes and materials for R.O.S.L.A. The scheme was sponsored by the Liverpool Education Committee under the direction of D. Wyn-Evans. The Authority has already spent over £45,000 on the development and validation of materials. From 1967-1970 courses and materials have been tried out in Liverpool and Leeds Education Authorities. Forty schools have been used in field trials and more than a hundred teachers and two thousand, five hundred pupils have been used in the evaluation of the work.

### 2. Product Characteristics

The material has been aimed to meet the needs and interests of the early school leaver of average and below average ability. Much of the material, however, could also be used with other ages and ability groups. Each set contains twelve weeks work and consists of a teacher's handbook, which includes samples of all visual and printed material; spirit masters bound in book form; a film strip and one double track tape.

Pupils' materials contain sets of 20 printed non-expendable text and visual items. Cost of materials retail for £40 to £48 per theme. This will cover teacher's set and 20 sets of pupils' materials. All materials are available from E.J. Arnold and Son Ltd., Butterley Street, Leeds, LS10 JAX.

### 3. Rationale and Objectives

The Design for Living Course attempts to outline the individuals relationships with his immediate environment and with society in general from birth to adolescence, adulthood and old age. A variety of materials provides opportunities for pupils to practise skills, understand simple concepts about patterns of social living and use techniques in gathering information about issues related to their needs and interests. An inter-disciplinary approach makes Design for Living an integrated course. The topic of inquiry is of paramount importance and skills of individual disciplines are introduced as they become appropriately relevant to that inquiry. This changes the emphasis of authority in the classroom and the course becomes truly pupil orientated and not subject based.

### 4. Content

The course is made up of six themes:—

1. Responsibilities of Adulthood
2. Understanding Children
3. The World of Work
4. Living Today
5. The World around us
6. Lines of Communication

Each theme is broken into twelve topics, e.g. Responsibilities of Adulthood

i Who'd be an adolescent
ii Understanding parents
iii Cells and bells
iv Ganging up
v Two's company
vi Knowing the facts
vii Coming of age
viii For Better for Worse
ix Give and Take
x Counting the cost
xi And then there were three
xii Living it up

### 5. Methodology

Because of the structure of the course it cannot be taught in single periods of 35 minutes. The designers suggest half day sessions combined with team teaching involving one or more teachers from various disciplines. The materials are suitable for large or small groups. Although the choice of support material allows flexibility, the designers suggest that the three sections in the topic, Impact, Enquiry and Expression are adequately covered.

Impact:— Pupils consider an aspect of the theme and discuss it.
Enquiry:— Pupils move from a subjective to an objective approach.
Expression:— Recapitulation, pupils re-assess the problem.

### 6. Conditions for Implementation

The project spans the last two years of a five year course. The integrated course gives the pupil an opportunity of thinking things through instead of attempting to suggest to him that his knowledge is gained in pre-digested packs of History and Geography. The skills demanded in this type of course will have to be rooted in the first three years of Secondary Education. The Course, therefore, will require a re-thinking of Timetable requirements, curriculum and Resources.

### 7. Evaluation

The Childwall Project was designed with R.O.S.L.A. in mind. The present structure and content is based on weekly feed backs from the trial schools. Teachers, collectively, modified the programmes in accordance with their pupils' needs. The designers suggest that teachers should adjust the course, when the need arises, to suit their own pupils' needs.

The course was never intended to be the basis of a public examination but could in fact cover such an eventuality. Some Liverpool trial schools have used the course as a basis for a C.S.E. Mode 3 examination which has been accepted by the North Western Secondary Schools Examination Board.

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## 8. THE EDUCATION DEVELOPMENT CENTRE, INC. SOCIAL STUDIES PROGRAMME "MAN: A COURSE OF STUDY"

**Analysed by Bobbie Davey and Veronica Lloyd.**

### 1. Introduction

'Man: A Course of Study' (M.A.C.O.S.) is an American Social Science curriculum designed for the 9–13 age group. It was developed under the directorship of Peter B. Dow by the Social Studies Curriculum Programme of the Education Development Centre, Inc. of Cambridge, Massachusetts, and was funded by the National Science Foundation. Jerome S. Bruner, Director of the Centre for Cognitive Studies at Harvard University, IrvenDeVore, Professor of Anthropology at Havard University, and Asen Balikci, Professor of Anthropology at the University of Montreal, were Consulting Scholars. Bruner's theories of learning and intellectual development as expressed in 'The Process of Education' and 'Toward a Theory of Instruction' underly the aims and structure of the course; the research of Balikci, DeVore and others provides the principle data.

Following nearly a decade of experimental development, M.A.C.O.S. was finally published in 1968, and is now distributed commercially by Curriculum Development Associates, Inc., Washington, D.C., and by the Centre for Applied Research in Education, University of East Anglia, Norwich.

2. **Product Characteristics**

M.A.C.O.S. integrates a number of Social Science disciplines, and introduces concepts from anthropology, sociology, and the behavioural sciences. Through Bruner's idea of the 'spiral curriculum' key concepts are introduced in increasing complexity as the course progresses.

The materials of the course are made available through several media: visual, aural and written. Film is the primary source of date in the course, with 16 colour films and 22 cassettes using natural sound and a minimum of commentary to encourage open-ended discussion. There are also 5 film-strips, 23 maps, posters and photo-murals. In addition, there are field notes, journals, recorded poems, songs and stories, games, construction exercises and observation projects. For the teacher there are 9 Guide Books containing background information, bibliography, suggested lesson plans, suggested topics for workshop sessions, and evaluation strategies.

It is intended that the M.A.C.O.S. materials will be sold to, and shared by, school clusters, the cost of the whole project being well over £1,000 — see the 'British Materials Price List' appendix 'p' for items, quantities and the price of materials. For further information contact the Centre for Applied Research in Education, at the above address.

3. **Rationale and Objectives**

The rationale for developing M.A.C.O.S. stems from Bruner's contention that it is possible to introduce students of any age or ability to the key concepts of a subject by means of the spiral curriculum, and that the symbolic mode of learning (learning by reading or listening to the spoken word) has been over-emphasised to the detriment of the enactive (learning by doing) and the iconic (learning by looking) modes. The intention of M.A.C.O.S. is to initiate and develop in pupils investigation skills as used in the field of Social Science.

The objectives of the course as stated by Bruner are to give pupils "respect and confidence in the power of their own minds" and to develop their ability to reason and their creativity in a variety of fields. More specifically, the course is intended to stimulate thought about the existential problem of what makes man human and the common links between man as a species.

4. **Content**

Three key issues are posed throughout the course: What makes man human, the forces shaping his humanity, and how the process can be continued. These issues are introduced by way of animal contrasts, and concepts such as life-cycle, innate and learned behaviour, adaptation, and structure and function spiral their way through the course. There are 4 main sections of study: the **Pacific Salmon,** the **Herring Gull, Baboons** and the **Netsilik Eskimo.** The unit of the life-cycle of the Salmon introduces the study of generation overlap; the Herring Gull unit extends the discussion of parenthood by looking at a family structure similar to that found in human society; in the Baboon section, group and individual behaviour are studied as a background against which to examine and contrast human social behaviour; the Eskimo section provides opportunity to investigate the concept of culture and the basic humanity of man.

Bruner's idea of the spiral curriculum is fully utilised, since concepts introduced in the Salmon section are elaborated upon as the course progresses.

5. **Methodology**

The project encourages resource-based learning, and emphasis is placed on individual and group activity. The films and open-ended discussions are specifically designed to pose questions which pupils will hopefully answer by reference to the suoport literature. Students are encouraged to relate their own experiences to materials of the course, and are fully involved in group projects, games and simulations, art, craft and creative writing. These methods are an acknowledgement of Bruner's idea of the 3 modes of learning. M.A.C.O.S. is an attempt to redress the imbalance created by the sole concentration of the symbolic mode, its visual and enactive methods aiding even the less able to grasp the ideas being put forward.

6. **Conditions for Implementation**

A compulsory training scheme is provided for teachers intending to use the project, where ideas as to the purpose and content of the course can be discussed and tried out in workshop sessions. The course can therefore be taught by probationary or experienced teachers of any disciplinary background. Since the project is normally sold to groups of schools, there is opportunity for teachers to pool resources and share experiences. The design of the M.A.C.O.S. scheme encourages team-teaching to mixed-ability classes. It is essential that schools have access to audio-visual equipment, and that adequate time is allotted to the course.

7. **Evaluation**

The pilot versions of M.A.C.O.S. were submitted to thorough evaluation and field-tests during 1967-9 which led to subsequent revisions. Test methods and results are outlined in the appendix to "Man: A Course of Study" (1971) by Curriculum Development Associates, Inc. Evaluation strategies for measuring student gains from the course are outlined in the teachers' guide books.

Although M.A.C.O.S. has been a centre of controversy in America, it has been more readily accepted in Britain, but even here criticisms have been made. Difficulties have been found in completing the course in the 120 days teaching time allocated, problems have been found in the sharing of materials, and recent reports have criticised it for being too structured and repetitive. Some concepts have been found to be too complex for younger children, who are unused to open-ended discussion and find difficulty in relating their own experiences to the materials of the course. The animal studies in particular have been criticised for their comparative lack of enactive devices. It has been pointed out that the film cassettes would be of even more use if they could be rewound at will.

The analysts feel that M.A.C.O.S. produces an effective learning environment provided the intended teaching strategies are employed, and every child is given the opportunity to develop through Bruner's 3 modes of learning. The curriculum is a unique (but rather expensive) innovation, moving away from teacher-centred to student and resource-based learning.

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## 9. THE TABA PROGRAMME IN SOCIAL SCIENCE

### (Revised Edition, 1973)

### Analysed by Conroy Daniel

1. **Introduction**

The TABA PROGRAMME IN SOCIAL SCIENCE derived its title from its founder, Dr. Hild Taba. She worked as consultant to the schools of Contra Costa County County, California, as director of a Curriculum Development Project at San Francisco State College.

The PROGRAMME is based on the idea that children in elementary schools are capable of coping with learning about the problems resulting from social change, by exposing them to a variety of problems experienced by people in real life situations. By this means they learn how people of different cultures solve problems similar to their own.

Dr. Taba, assisted by a group of teachers, together they produced a brand new Social Science Curriculum for the Grades 1 to 8, (7-14 years). Her original model was limited to producing Social Studies Guides for teachers. At that stage no source books for children were developed. Among the resources for this "New Social Studies" curriculum were a variety of student materials whose suitability varied, and teachers were faced with considerable problems when they came to collect these materials to implement the curriculum.

But in 1966 Dr. Taba and some of her associates concluded an agreement with Addison-Wesley, the publishers, to produce material for the curriculum. She died in 1967 but the Curriculum Development Project was carried on by her associates.

2. **Rationale and Objectives**

The authors set out their rationale and objectives in various booklets and in the Teacher's Edition. Each unit of the series has a specific set of objectives, but overall the authors state that their concern is with preparing students for life in a world that is rapidly changing, both socially and technologically. They believe this could be done by helping students to become involved in the real world. But to do this, the children's cognitive skills are to be developed to a level which would enable them to think critically and make intelligent choices. However, having said this they point out that the ultimate purpose is to make students responsible citizens of the U.S. democracy.

The degree of inconsistency between the declared rationale and the ultimate objective is marked by the ethnocentricism implied in the objective. To put it simply, however critically the children might look at their own society and whatever the depth of understanding reached out about people's, they must always see theirs as the best.

If critical thinking means what it says then it might be fair to assume that it could lead one to reject one's own system of social and economic organisation. With this ruled out, we are left in a haze as to what the TABA PROGRAMME represents as critical thinking.

3. **Product Characteristics**

The programme emphasises process rather than content by carefully concentrating on developing in depth one or more Main Ideas and Key Concepts in each stage of the study.

Each grade is comprised of a number of units whose materials, at each succeeding level of the spiral, introduces a higher degree of sophistication and abstraction. For example, Grade I materials, People in Families, deal with the way in which people modify their behaviour and their environment in order to meet their basic and social needs. Following on from here the other available grades exemplify this step by step build up.

| | | | |
|---|---|---|---|
| Grade II | People in Neighbourhoods | ........... | Modifying Neighbourhoods |
| Grade III | People in Communities | ........... | Modifying Physical Environment |
| Grade IV | People in States | ........... | Modifying National Resources |
| Grade V | People in America | ........... | Modifying Life Style |
| Grade VI | People in Change | ........... | Modifying Cultural Patterns |

Besides these student texts, there is a Teacher's Edition which deals with, among other things, objectives, content and teaching strategies. Other materials available in the Resource Unit are: Student Activity Books, posters, 5 LP records for Grade I, 4 Cassette tapes for each grade, and some duplicator masters.

Further information about the TABA PROGRAMME IN SOCIAL SCIENCE could be obtained from the Addison-Wealey Publishing Company, West End House, 11 Hills Place, London, W1R 2LR.

Current prices are:

| | | | |
|---|---|---|---|
| People in Families | £1.90 | Teachers Edition | £2.35 |
| People in Neighbourhoods | £2.05 | Teachers Edition | £2.55 |
| People in Communities | £2.65 | Teachers Edition | £3.10 |
| People in States | £2.70 | Teachers Edition | £3.15 |
| People in America | £3.60 | Teachers Edition | £2.00 |

4. **Content**

Abstract impersonal theories and statistics have not featured as central components of the study, rather the focus has been for the most part on human elements – people and the situations in which they live, work and play, including the student's experience – for example, the Juria Family of Kenya, and the Williams Family of Minnesota are among the human groups studied from across the world. The units of study are tightly arranged in sequences.

It draws heavily from the behavioural sciences, with aspects of economics, political science, geography and history thrown in.

5. **Methodology**

It is essentially an interdisciplinary approach encompassing Anthropology Economics, Geography, History, Political Science, Psychology and Sociology. The curriculum is basically different from other Social Science Programmes, in that students learn to think by making comparative studies of their own problems with those of other people, and are encouraged to formulate conclusions and generalisations. It is not necessary for them to commit to memory any data from their source book.

Students work at their own ability level to achieve the objective of each activity. Teaching in small groups is preferred, for example, role playing and committee work form part of the teaching strategy.

6. **Conditions for Implementation**

The TABA PROGRAMME is so designed that little or no teacher preparation is required. It is complete with student source books and a comprehensive Teacher's Edition.

Most of the activities are designed for group interaction which allows for in-depth coverage of the material, and the teacher is left with greater opportunities to deal with individual differences. But with the emphasis on teaching in small groups, a self-contained class room is a pre-requisite.

Each grade of the student texts appears to match the reading age for which it has been designed. The curriculum caters for such contingencies as children asking questions whose answers are not obtainable from their source book. Here the teacher is directed to guide them to the appropriate reference. It leaves very little room for the teacher's imagination.

7. **Evaluation**

Criteria for evaluating the student's progress are detailed in the curriculum. They follow more or less along conventional lines, in that students' responses to the questions in the strategies and by their work in creating murals, reading maps and graphs, role playing, etc., form the basis of their assessment. Individual as well as class performance is assessed. It is a means of providing feedback.

Self-evaluation is encouraged but there are no standard criteria, and there is no information as to the weight that is given compared with the teacher's evaluation.

It seems a major drawback with the TABA PROGRAMME IN SOCIAL SCIENCE that it offers so little opportunity for the use of iniative.

# 10. "OUR WORKING WORLD"

Analysed by Charles Townley

## 1. Introduction

Our Working World is a social studies project directed by Lawrence Senesh, Professor of Economics at the University of Colorado, Boulder, Colorado 80302, U.S.A. It was published in 1971 but has undergone subsequent revision. The intention was to introduce children early to the concepts and ideas of the social sciences in order that they can better understand the complex Social world in which they now live and which they will face in the future. It draws upon the disciplines of anthropology, economics, geography, history, law, politics, social psychology and sociology.

## 2. Product Characteristics

Developed for the American elementary school grades 1-6, the materials are suitable for use in British primary and middle schools with children aged 6-12. The materials for each age level include:

a student text
a teacher's resource guide
a student problems book
a teacher's edition of the student problems book
a set of spirit master Review Questions

In addition there are audio-visual materials for each level. At both Level 1 and 2 these include three records or five cassettes; at Level 3, twelve filmstrips and six cassettes or records with an accompanying scriptbook; at Levels 4, 5 and 6 a Social Science Satellite Kit for each level. Each Satellite Kit contains multiple copies of each of 36 booklets of readings, together with an answer booklet.
The themes at different levels are:

Level 1 — Families
Level 2 — Neighbourhoods
Level 3 — Cities
Level 4 — Regions of the United States
Level 5 — The American Way of Life
Level 6 — Regions of the World

The materials are published by S.R.A., Henley-on-Thames, Oxon RG9 1EW, and the cost of a specimen set is approximately £10 per level. The cost of the audio-visual elements and Satellite Kits is approximately £11 at Level 1 and Level 2, £100 at Level 3 and £45 at Levels 4, 5 and 6.

## 3. Rationale and Objectives

If children are able to make sense of their rapidly changing world and to adapt to a future which cannot be easily predicted, they must be introduced to the ideas and the skills of the social sciences at an early age. Pupils are encouraged to reflect on their own experience of "social reality" and to develop skills of asking questions, gathering information, forming conclusions and making decisions so that they may identify the order in an apparently orderless world.
At Level 1 pupils should be able to percieve order and harmony which "makes life better for everyone" both now and in the future as a consequence of family living. Level 2, Neighbourhoods, is concerned to identify problems within the pupils' own neighbourhoods and to develop a commitment to the neighbourhood. Level 3 introduced pupils to urban problems in order that they may be better able to cope with them. Level 4 introduces pupils to the main characteristics of different Regions of the United States in the hope that they may identify, understand and help solve the problems of the region. Level 5 is concerned with values and beliefs associated with the pursuit of democratic ideals and, in Regions of the World, the student is introduced to characteristics of world regions and the notion of conflict and conflict resolution.

## 4. Content

Each level is based upon four main themes:

systems analysis
research
space and time
career development

'Families' studies the nature of the family unit, roles within the family, children growing up and individuals at work. In particular in encourages children to reflect on their own experiences and identifies problems of growing up.
'Neighbourhoods' identifies different types of neighbourhood, their economic, political and social organisation, and the roles and institutions found within them.

'Cities' deals with the nature of a city, the people within it, how it came to be there, the problems it faces and what it may be like in the future. Two American cities are used as case studies.

'Regions of the United States' identifies the influence of 'nature, man's work, culture, government and common problems'.

'The American Way of Life' follows the developing social organisation of the United States from the early settlers through significant events in American history to the current situation and encourages students to speculate on the future.

'Regions of the World' goes beyond conventional geography and an examination of physical, political economic and cultural regions. It examines international co-operation through business and politics, international conflict and its resolution and the balance of man and his environment in the world at large.

5. **Methodology**

The Teacher's Resource Guides contain a variety of suggested strategies in addition to the specific instructions which are presented as flowcharts. The flowcharts identify the main ideas, content, activities and materials and thus provide a 'safe' framework. The possible range of methods include role play, drama, discussion, field surveys, map work, project folders, small group work, simulations, visits and creative work in art and music.

6. **Conditions for Implementation**

Each theme lasts for one school year and is intended to follow in the sequence prescribed. The pupils depend more heavily upon reading skills in the last three themes.

A good background in the disciplines underpinning the course is clearly an advantage though not essential with the support provided through the Teacher's Resource Guides. The course does lend itself to co-operative teaching in an open plan situation.

7. **Evaluation**

Duplicate spirit masters of review questions are available at each level.

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## 11. "GEOGRAPHY IN AN URBAN AGE"

### (High School Geography Project)

### Analysed by Charles Townley

1. **Introduction**

This project was developed between 1961 and 1970 under the directorship of William Pattison, Nicholas Helburn and Dana Kurfman. It was initially sponsored by the Association of American Geographers and received its main funding from the National Science Foundation and the Ford Foundation. It is a one year multi-media course for students in the 16-19 age range, but could be successfully implemented at any stage of secondary schooling. Founded in the discipline of geography it is essentially an interdisciplinary course which uses concepts from other disciplines including Economics, Politics and Sociology.

2. **Product Characteristics**

The materials are divided into six units of which the first, "Geography of Cities" is the most expensive and, in many ways, the key to the six units. The others are:

| | |
|---|---|
| Unit 2 | Manufacturing and Agriculture |
| Unit 3 | Cultural Geography |
| Unit 4 | Political Processes |
| Unit 5 | Habitat and Resources |
| Unit 6 | Japan |

All the materials are obtainable from Collier-Macmillan, 35 Red Lion Square, London WC1R 4SG. The units may be purchased and used separately. In each unit the students' materials comprise one Student Resources book and one Student Manual workbook. Unit 1 contains, in addition, a map packet and the current cost per student is £2.70. The cost of student materials for Unit 2 is £1.70, for Unit 3 £0.85, for Unit 4 £0.75, for Unit 5 £1.40 and for Unit 6 £0.90. There is a Teacher's Guide for each unit costing between £0.60 and £1.15. Each unit also has a Teacher's Materials Kit which accommodates a class of 30 and contains all the materials for this activity centred programme.

**The Teacher's Materials Kits contain:–**

| | |
|---|---|
| Unit 1 | A Teacher's Guide, a transparency pack, a "New Orleans and Vicinity" map, 15 stereo-viewers, 4 "Portsville" Modulex map boards, 4 "Portsville" activity sets, 3 tablets of maps and data sheets, 6 sheets of statistical data on Chicago and one each of the pupil materials.<br>Cost: £180.00 + £12.00 V.A.T. |
| Unit 2 | A Teacher's Guide, a transparency pack, 2 records, a "Game of Farming" and one each of the student materials.<br>Cost: £42.00 + £3.20 V.A.T. |
| Unit 3 | A Teacher's Guide, a transparency pack, an activity tablet, 2 filmstrips and one each of the student's material.,<br>Cost: £11.40 + £0.73 V.A.T. |
| Unit 4 | A Teacher's Guide, a transparency pack, a set of Newspaper Reprints, a set of game sheets, 2 tablets of "Role Profiles" and one each of the student's materials.<br>Cost: £30.00 + £1.92 V.A.T. |
| Unit 5 | A Teacher's Guide, a transparency pack, a record, 8 sets of Data Sheets, a set of "Role Profiles", 3 sets of readings, 15 sets of maps and one each of the student's materials.<br>Cost: £30.00 + £2.24 V.A.T. |
| Unit 6 | A Teacher's Guide, a filmstrip "A Comparison: Japan and North America", a transparency pack and a Student Resources book.<br>Cost: £7.20 + £0.52 V.A.T. |

### 3. Rationale and Objectives

This "new" geography involves a shift in focus 'from reading, lecturing, memorising and test-taking to involving group activities, role-playing games, model building, and discussion'. It involves students in enactive learning through inquiry and analysis with an emphasis on conceptual thinking. 'The programme purposefully focuses on a settlement theme. It encourages the student to investigate the many reasons why things people and events have developed where they are rather than in some other place'.

The main aim of the course is to develop in the students knowledge of concepts and cognitive skills to enable them to generalise and to think abstractly.

### 4. Content

The course is based on four traditions of geography teaching but affords scope to extend into other areas of social science. The traditions of mapping, location and movement, area studies, the man-land tradition and the physical geography tradition provide a basis for moving out into other social science areas to examine economic and political activities like decision making.

Unit 1 includes the study of city location and growth, New Orleans, city shape and structure, Portsville, size and spacing of cities and cities with special functions. It provides for the early development of basic skills such as mapping and the use of charts and models, and involves the students in building a city on their own.

Unit 2 includes a decision-making role play in which the class decides where to locate a metal fabricating plant (Metfab). In another activity students play the role of farmers in selecting crops at different times. The unit compares agriculture in Costa Rica, Poland and the U.S.A. and raises the problem of hunger around the world.

Unit 3 explores cultural relativity via slides, maps and student activities, while role-playing exercises feature prominently in Unit 4. Here students face the problems of legislators and citizens in an imaginary state, disturbing government funds, reorganising political districts and analysing metropolitan government in London.

Unit 5 examines the interaction of man and his natural environment through a variety of activities, while Unit 6, Japan, is the one regional unit in the course. This unit compares traditional and modern aspects of Japanese growth over the last hundred years.

### 5. Methodology

Teaching methods are outlined in the Teacher's Guides and encourage enactive learning on the part of the student. A wide variety of activities and learning situations are suggested including map reading, field surveys, simulation games, role playing activities, decision making exercises, case studies and small group discussions. The teacher is more of a consultant and facilitator.

### 6. Conditions for Implementation

Although designed to be implemented in one year with the 16-19 age group, the rationale behind the course and the open-ended nature of many of the materials and the activities make it suitable for use with other groups in the secondary school, either whole or in part. Experience of teaching geography, or a good geographical background is useful though not essential.

7. **Evaluation**
Evaluation data from the U.S. indicate growth in students' knowledge of geography, increased student interest and enjoyment on the part of both teachers and students.
The Teacher's Guide to each unit enumerates objectives for that unit and suggests methods of evaluation. These include essay and multiple choice questions which are provided in the Guide, and observation and notation of student behaviour in the classroom.

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## 12. THE SHELTER YOUTH EDUCATION PROGRAMME "HOUSING AND YOU"

**Analysed by Julie Hawkins and Liz Wilson**

1. **Introduction**
"Housing and You" was first published in 1972 by the Shelter Youth Education Programme as an up-to-date information service on housing rather than a curriculum. The entire financing and production of this 'study pack' has been undertaken by Shelter and has been tested throughout the country by schools and Colleges of Further Education. Additional services to supplement the 'study pack' include Youth Education Officers, a blue-print for Young Housing Conferences and an annual updating service.

2. **Product Characteristics**
The major characteristics of the 'study pack' are as follows: Firstly, three teachers folders concentrating upon different aspects of the housing siutation in Britain. The first folder **"Home Sweet Home"** deals with bad housing, its environment, the effect on the inhabitants, housing law and housing administration. The second folder **"Yesterday, Today and Tomorrow"** includes a short survey of housing, the work of the Local Authority, Government and Voluntary bodies, and new developments. The third folder **"Home of Your Own"** deals with the different types of tenure available, laws relating to them and the procedures of buying a house.
The folders are accompanied by:

(a) graded worksheets for average and below average ability students and are directly related to the content of the teachers folders.
(b) Teachers notes.
(c) Posters with notes for discussion.
(d) Simulation Tenement.
(e) Resource Lists, e.g. Film and Book Lists.

The total cost is £7.50 which includes subscription for one year to an updating service and for the Bulletin magazine. After the initial year a subsequent annual subscription of £1 entitles you to receive the Bulletin for one year and for an extra 50p the updating service. Further copies of the worksheets are available for 1p each.
This 'study pack' is designed for flexibility and subsequently can be used for all age levels, however, we recommend using it with students over 14 years of age.

3. **Rationale and Objectives**
The implicit objectives are firstly, to create greater understanding of the current housing problem and its effect on ordinary people's lives; secondly, and more positively, to indicate that there are ways the individual can combat poor housing conditions; thirdly, flexibility and the capacity to supplement other resource materials; fourthly, pupil involvement, e.g. finding out for themselves by visiting relevant agencies.

4. **Content**
Each folder is divided into 7 or 8 sections which can be treated separately or mixed. The inclusion of songs, poems, photographs and posters adds authenticity to the text. The choice of practical work at the end of each topic encourages the student to show initiative and encourages the development of research skills.

5. **Methodology**
The principle methodology is centred on resource based learning, including simulation, fact finding, interviews, visits, books and films. It is also designed to generate group discussion using films, posters,

poems, songs, information contained in the study folders and questions on the worksheets.
The role of the teacher can be directive or non-directive according to the situation. The teacher can draw on one of the Shelter's four Youth Education Officers to speak on housing as required. Shelter also provides a blue-print for Youth Conferences which the teacher can use.

6. **Conditions for Implementation**
It is best used by a teacher with social science background and is most suited to older students, i.e. over 14 years of age. Due to the content of the worksheets the location of the school is important, this is because the worksheets involve visits to agencies, such as Rent Tribunals and Citizens Advice Bureaus etc. which are normally located in the larger towns. Teachers may, however, design their own worksheets, or only use part of the existing ones. For the most effective use of this 'study pack' the co-operation of other members of staff and the headmaster/mistress would be an advantage.

7. **Evaluation**
This 'study pack' is based on constant feedback from the students in the form of discussion, prose and poetry writings, fact finding missions and drama.
This is a very well worked out programme on housing but a criticism is the over use of research methods, e.g. visiting agencies connected with housing; however, this is offset by its flexibility and good design in that the teacher can use her/his own resource materials to supplement or replace parts of the 'study pack'.
The low cost of this 'study pack' makes it a worthwhile addition to any social studies department's resources, particularly as up-to-date information is available.

## SOCIOLOGY AND SOCIAL SCIENCE TEXTBOOK REVIEWS

### FOR G.C.E. AND C.S.E.

by Frank Reeves and Roland Meighan

The selection of textbooks listed here has been reviewed, in the main, by University of Birmingham post-graduate certificate of education students, but for more comprehensive coverage, the text has been extended with the help of practising teachers. Although we think most of the better known English texts are included, it is still by no means complete. Publishers are invited to send us copies of books omitted for review in a later edition. The PGCE students' reviews tend to be positive, or at least constructive in their criticism, while the practising teachers' are much more negative. Both groups, however, are eminently practical in their assessment of books' teaching potential. The text book is only ever seen as an aid to the teaching situation and a very circumscribed one at that.

We thought that the reviews would confirm our intuitive common-sense belief that all sociology textbooks were the same – and some a little poorer than others. After reading through the reviews twice, this belief has become markedly more salient. A rich and controversial discipline somehow becomes transmogrified into a routine of received wisdom on the family, education, work, etc. There are so few surprises, so few challenges to the intellect or to the emotions. Some of the new sociology of family, generated by the feminist movement, current debates on the nature of social class, for example, indicate sociology's creative potential. But at school and college level, sociology is seen as something to be learnt, rather than lived.

Does the homegeneity of the books result from the stultifying effect of a centralised examination system, imposing a uniformity of syllabus on staff, students and authors, alike? Partly, we think, but the need to gain acceptance for a new subject in conservative school environments may have curtailed the sociologist's sense of adventure, if indeed it still exists, after three years on the receiving end at university or college. "Problematisation", to borrow Freire's expression, is not easily achieved, and most of the time, we have enough problems just getting by as teachers. This is where the textbook comes in as a useful teaching aid, of course. But is it? When a student is heard to say "That was a fantastic book: I couldn't put it down", then we may have discovered a successful textbook. Yet with all their knowledge of the social world, the authors of sociology textbooks would do well to apprentice themselves to popular fiction writers or comic strip artists, in order to learn how to capture students' interest for the printed word. Sociology is still an ugly academic brute, keeping its distance under the misapprehension that this will augment its dignity.

### LIST OF BOOKS REVIEWED

BUTTERWORTH, E and WEIR, D (ed.)
**The Sociology of Modern Britain**, Fontana.

CARPENTER, D.M. and RUDDIMAN, K.W.
**Looking at Society**, Pitman

COOTES, R. (ed.)
**Longman Social Science Series**, Longman

COTGROVE, S
**The Science of Society**, George Allen and Unwin

HAMBLING, C. and MATTHEWS, P.
**Human Society**, Macmillan Education

HEASMAN, K.
**The Study of Society**, George Allen and Unwin

HURD, G
**Human Societies**, Routledge & Kegan Paul

NOBBS, J., HINES, B., and FLEMMING M.
**Sociology**, Macmillan Education

NORTH, P.J.
**People in Society**, Longman

O'DONNELL, G.
**The Human Web**, John Murray

SCOTSON, J.
**Introducing Society**, Routledge & Kegan Paul

SELFE, P.L.
**Sociology**, Thomas Nelson and Sons

SERGEANT, G.
**A textbook of Sociology**, Macmillan

SUGARMAN, B.
**Sociology**, Heinemann

THOMPSON, J.
**Sociology for Schools**, Hutchinson

WILKINS, E.J.
**Introduction to Sociology**, Macdonald & Evans

WORSLEY, P.
**Introducing Sociology**, Penguin Educational

(We cannot guarantee that book prices given in the following reviews are currently correct – Editors)

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*I forget*
*Show me,*
*I remember*
*Involve me,*
*I understand*

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**TITLE:** The Sociology of Modern Britain. An Introductory Reader
**EDITORS:** Eric Butterworth and David Weir
**PUBLISHER:** Fontana/Collins
**COST:** £1.25 (paperback)
**DATE OF PUBLICATION:** 1970
**TARGET GROUP:** Adult beginners in university extra mural and professional courses. Also GCE A level students.

The purpose is to introduce a range of topics and approaches with a balance between what is descriptive and what is analytical and conceptual. A chapter on values is included in order to promote discussion.

The content is divided into chapters under the headings: Family, Community Socialisation, Work, Class, Power and Values. Each chapter has between four and eight readings and a general introduction. Readings dealing with similar material provide links between chapters in order to prevent each chapter being treated as a separate entity and cross-reference between readings in different chapters are given in the introductions to facilitate comparisons.

The different articles demonstrate the variety of methods and styles of sociological enquiry and writing. They include survey-reports, observations, governmental reports and also articles designed to state a point of view or promote discussion. Many of the social problems of Britain today are highlighted but on the whole there is a tendency only to describe and to avoid controversial statements, except perhaps in the chapter on Values, which is designed to promote discussion. The book is very easy to read and most articles are written in an every-day language without too much sociological jargon. Detailed footnotes and references found in many of the original texts have been omitted and instead there is, at the very end of the book, a list of references for each chapter, but an index is missing altogether. There are no pictures and few diagrams. The print is small and there are hardly any blank spaces. You get a lot of reading for your money, but it also means that this reader is less useful for younger students. A more comparative approach, instead of the exclusive interest in British society (there are only two articles comparing Britain with USA) would, perhaps, have helped to raise questions about sociological theories, and a less conservative view of family and relationships would definitely have been an advantage. But, on the whole, this is quite an enjoyable book to read and should be useful in combination with discussion-groups and seminars, as well as for individual study.

Marianne Kjellgren

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**TITLE:** Looking at Society
**AUTHORS:** D.M. Carpenter and K.W. Ruddiman
**PUBLISHER:** Pitman
**COST:** £1
**DATE OF PUBLICATION:** 1971
**TARGET GROUP:** GCE O level students, General Studies students.

This book is directed towards an 'O' level audience and covers some aspects of sociology and social and world problems.

There is very little attempt to stimulate discussion or deal with problems of attitude and emotion. Material is presented in a somewhat dry manner, and as accepted knowledge.

Content is reasonably adequate in some areas, although rather generalised. A serious limitation is the complete absence of any consideration of conflict, social stratification, and power – apart from governmental processes and pressure groups. Social class is referred to in the section on education but neither put in any theoretical context, nor defined or discussed in any way. Work and leisure are not dealt with adequately, although the economic system is briefly described.

Visual material consists of diagrams and statistics (ten). The diagrams tend to illustrate organisational structures, e.g. of the UN, and do not add much to the generally routine appearance of the book.

A certain number of specialist terms are used and defined, but rarely indexed. There is inadequate coverage of concepts and no glossary is provided. Certain terms/concepts are not considered, for example – deviance, status, secularisation, poverty, class – all of which would be necessary for an adequate approach to the 'O' level paper. At times the language is syntactically difficult using terms which have not previously been explained or defined.

Each chapter may be used as a unit although there is some cross-referencing. As a rule, however, insufficient links are made between different areas of the syllabus.

Questions at the end of the chapter are mixed, the examination questions tending to be out of date and others taking a very general, rather than analytical, form.

The discussion of the nature of society and its study is brief and there is no consideration of sociological methods of research. Although a book list is provided, relevant sociological research is neither mentioned nor summarised.

As a textbook for A.E.B. 'O' level, this book is inadequate owing to the serious omissions of substantave areas. It suggests more of a social studies approach. In general it is unstimulating in design and layout and does not explore a variety of perspectives. The main approach appears to be simplistically functional which possibly accounts for the omission of deviance (although crime is considered), social class and poverty.

This book is not particularly adequate even for reference and cannot be recommended for the present AEB 'O' level syllabus. Helen Reynolds

**TITLE:** Longman Social Science Series
**SERIES EDITOR:** R. Cootes (Each booklet has a different author)
**PUBLISHER:** Longman
**COST:** 75p – 95p per booklet
**DATE OF PUBLICATION:** Series I – 1974, Series II – 1975, Series III – still in preparation
**TARGET GROUP:** CSE Students in the Social Sciences or General Studies students working at a similar level in further education.

The L.S.S.S. is a three-part series; for the purpose of this review I have taken a sample of Series I and II. Series I consists of four books, "The Family", "Products and Trade", "British Government" and "Enquiring about Society".

The rationale behind Series I is to introduce readers to basic concepts, approaches, methods of enquiry, and sources of information available in the Social Sciences. The choice of titles for Series I is obviously an attempt to provide topics from sociology, economics and politics. Series II consists of specific topics, some of which develop out of themes touched on in Series I. Series II consists of titles such as: "Education and Society", "Social Services", "World Inequality", "Women and Society" and others. Series II booklets are much shorter and more "topic specific" than Series I booklets. Series III (unavailable as yet) will consist of a series of illustrated booklets dealing with sociology, politics and economics as and when they arise. It is also maintained that 10–12 titles will be produced each year to supplement Series I and II with up-to-date information.

## SERIES I

I have selected "The Family" publication from Series I for an evaluation of this series. This topic is divided into three parts. Firstly, there is an Introduction entitled "Man – A Social Animal". This is a good introduction and starts from very basic propositions, such as the fact that humans live in groups. From these basic propositions, concepts such as "culture" and "socialisation" are arrived at. The rest of the book is divided into two parts. The first part deals with "family and society" and considers such aspects as "forms of the family", "Alternatives to the family" and "The Effects of Industrialisation on the Family". The second part is entitled "The Life Cycle of the Family in Britain" and concerned itself with issues such as courtship and marriage, divorce, and old people, and by way of conclusion, "Social Change and the Family".

This book (taken as being representative of Series I) not only provides a good deal of information about the "family" and its interaction with he wider society, but also provides a good introduction to various sociological concepts such as ulture and socialisation. There is also an interesting ection which points out the relationship between ommon-sense and sociology.

The use of visual material is very good indeed nd the diagrams and graphs employed are very lear and easy to understand. There has obviously been particular attention given to the use of language as it is of a very clear and straightforward nature. When "technical" terms are used, they are printed in bold type and can be "looked up" in the glossary at the back of the book. There is also a very useful inclusion at the end of each major section called "To write, discuss and find out", which could provide useful stimuli for further study and/or discussion. The book as a whole is well structured and follows a logical and easy-to-follow sequence of topics.

## SERIES II

This series deals with particular subjects. The two I have looked at are "Education and Society" and "The Social Services". The Social Services booklet begins with a brief outline of the inception of development of the social services in Britain. The remainder of the booklet deals with areas with which the social services are concerned, such as health, housing and social security. There is also a brief discussion of the social services that exist in other European countries. This particular booklet (and by extension the series) is more concerned with the transmission of information rather than with a discussion of concepts or types of enquiry. However, it does deal quite well with attitudes toward the social services and manages to occupy a "neutral" position in doing so. Again, the use of visual material is excellent and the lay-out of the booklet is good. There is also the "Write, discuss and find out" section as well as suggestions for further study. The "Social Services" booklet is an adequate approach to, and coverage of, the subject, which is itself relatively well defined and delineated. However the "Education and Society" booklet suffers from the extensiveness of the subject and what is included in the booklet is obviously highly selective. The aspects of education dealt with are, I think, quite interesting. Issues such as "Class and Educational Opportunity" and "The Control of Education" are of particular interest. Again, the booklet is well presented and makes very good use of diagrams.

The Series as a whole is very good from the point of view of the presentation and design of the various booklets. The degree of difficulty of the language and concepts is well suited to its intended target group. However, the series deals with the various social sciences without attempting either to integrate the various disciplines in some way or to point out the difference between the modes of enquiry. Whether one could abstract from the series solely sociological issues, for example, is open to doubt. In fairness to the designers of the series, it is made explicit that the series is not intended as a complete, self-contained course. The actual use of the series, or parts of the series, therefore, remains open to interpretation.

Tony Perry

**TITLE**: The Science of Society
**AUTHOR**: Stephen Cotgrove
**PUBLISHER**: George Allen and Unwin (Minerva Series)
**COST**: £1.50
**DATE OF PUBLICATION**: First edition 1967, revised 1972
**TARGET GROUP**: GCE A level (and also O level) students

The publishers say of this book that "the updating and revision of 'Science and Society' should ensure its continuance as one of the most widely adopted texts in schools, colleges and universities", and indeed it is clear from the outset that this book is intended as a "standard text" so characteristic of an exam-orientated education system. In fact the book performs the function of a standard text more than adequately but surely also begs the question of whether such textbooks are the best means of introducing students to the study of society.

The book itself is arranged in three sections: an introductory chapter on the science of society, followed by a section on the social system with chapters covering the family, the educational system, the economic system and occupations, the political system, and culture and society; the final section covers social processes with chapters on social differentiation and stratification, interaction and organisation, and order and change.

Chapters are not too heavily sequential and could probably be taught in any order without causing any undue problems to the student. At the end of each chapter there is a "discussion" on its content. Since the average length of these discussions is two pages, one feels they could have been termed "summing up" since they will be instantly recognised by experienced examiners as the equivalent of the final, non-commital paragraph of an exam answer. It is indeed a strange idea that a sub-heading "discussion" should be needed in a sociology textbook. Surely in sociology, if in no other subject, discussion is the very life-blood of the subject, an integral part of the content, and not something which can, in some way, be set apart from the presentation of the "factual" material.

The author claims that the book places emphasis on imparting the sociological perspective rather than conveying a mass of factual information (a worthy aim). The student is helped with the sociological vocabulary of technical terms in contexts which indicate their meaning and also by their italicisation when they are first used.

Cotgrove sums up the problem of this textbook when he says that (social) "science like other intellectual activities can be exciting" but that "it is not easy to preserve this excitement in an introductory text". Indeed my major criticism of this book is that it is extremely difficult to imaging this "introductory" text stimulating the student's interest in the study of society, or indeed enticing the student to read many of the book listed in comprehensive bibliographies at the end of each chapter and in the numerous footnotes. The author claims that the book offers a systematic framework to which wider reading can be related, but one feels that it fails in what is perhaps the more immediate aim of an "introductory" textbook; that of stimulating the student to undertake wider reading in the first place.

Cotgrove does not believe that an introductory text should be preoccupied with current intellectual fashions since he feels that it will then become as dated as yesterday's newspaper. However, one way in which topicality can be saved from obsolescence in Cotgrove's view is to relate contemporary issues to larger themes. Thus he says that debates about permissiveness and women's lib are as old as society itself, in so far as they are perennial themes of philosophy and social thought. One might, of course, suggest that yesterday's newspaper could prove a more stimulating introduction to the study of society than a three hundred page textbook, but that is to pose a broader question of the role of social science in the school.

I feel that the majority of students see this book as an exam text with chapters covering the main areas of the syllabus, and thus as a body of knowledge to be digested and regurgitated in examinations. They do not see it as an introduction to what should be a stimulating subject. However, if one's primary aim is to see one's students successful in examinations, then "The Science of Society" is a fine textbook; it explains concepts clearly and simply (although a few more diagrams would have helped) so that they are capable of being grasped (or memorised) by most students without too much effort.

Cotgrove's book proves extremely useful to many students, who do not have a very clear grasp of, or much interest in, sociology, when the time for exams comes around. "The Science of Society" surely deserves to be described as a "classic" textbook if only for the fact that for good exam results many students are still being told to "just read Cotgrove".

Bob Stapley

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**TITLE**: Human Society
**AUTHORS**: Christine Hambling and Pauline Matthews
**PUBLISHER**: Macmillan Education
**COST**: £1.90
**DATE OF PUBLICATION**: 1974
**TARGET GROUP**: Not explicitly stated, but most appropriate for the 14 to 16 year age group

The main purpose of this textbook is to create a basic understanding through a social science perspective. In this respect I believe the book will have a fair amount of success. It makes a clear attempt to explain concepts; it encourages the reader to empathise with other cultures by the way it introduces the reader to, e.g. the Eskimo culture; it provides large quantities of information while at the same time it is designed to stimulate the reader to investigate through project work and discussion and, thereby, to come to a deeper understanding of the issues which the book raises.

The textbook was only published in 1974 so one would expect it to be reasonably up to date. On the whole the language is kept simple without being patronising, and major points and concepts are usefully emphasised by the use of various types of print, e.g. concepts are distinguished by heavy black print. Particularly useful, and fairly unusual in a textbook for this age range, is the number of studies quoted, and the noticeable research undertaken before writing this text. This is made evident by the number of different discussion points put forward on each topic, for example, in chapter 9 "Social Problems and the Individual".

That having been said, however, it was disappointing to find value judgements in the book and somewhat biased interpretations. This was particularly evident when it came to overtly political areas, e.g. the role of Lenin in the Russian Revolution, and the writings of Karl Marx. It is a shame that in an otherwise useful textbook subtle political positions are taken which leave it wide open to the criticisms of most school textbooks, i.e. that they are tools to maintain the status quo. Also the correctness of certain points are open to debate, as in chapter 6, where it says that a family cannot exist unless there are children ("What constitutes a family?") There were also small elements of sexism in the language, although this was not consistent throughout the book. It is important that a teacher is aware of these elements so that they may be corrected. Also, on the question of the Labour Party's ideology the authors say that the Labour Party wants people to be treated as equal, regardless of race, colour, religion or class, but the authors do not mention sex, which, given Labour Party policy on sex discrimination, is an important omission.

One of the most praiseworthy features of the book was the authors' use of maps, diagrams, charts, graphs and photographs (colour and black and white) to illustrate points. This I feel is particularly important in holding the reader's attention. Overall, the content was interesting and well presented.

The design and layout of the book indicates that the authors have thought carefully about the role of the textbook and see it as more than just an information "machine". In many respects, and obviously depending on how it is used, it could be viewed as part-way along a continuum with textbooks at one end and stimulus packs at the other, because at the end of each chapter there are suggestions for project work, further discussion, books for pupils and teacher, films, and questions on the past chapter (rather like a work sheet). The book appears to be designed so that a pupil can work through it on his/her own. Furthermore, four films have been especially made to supplement the textbook and these are on: "The Family", "Urban Renewal", "Conservation", and "Human Groups". The book also has a list of useful addresses and a reasonably lengthy index. The chapters are sequential, in the sense that the later chapters refer to the points discussed in previous chapters, but, nevertheless, they can be taken independently.

Julie Hawkins

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**TITLE**: The Study of Society
**AUTHOR**: Kathleen Heasman
**PUBLISHER**: George Allen and Unwin
**COST**: 95p
**DATE OF PUBLICATION**: 1973
**TARGET GROUP**: CSE Mode 3, GCE O level students.

The author attempts an easy introduction to the study of society, worded in simple language, and based on the 'O' level sociology syllabus. The book is written on an informative factual basis, adopting the straightforward, dogmatic, "this is", classic textbook approach. Heasman's attitudes and opinions are not overtly recognisable on first reading. However if one examines the book more closely a number of pointers appear to show the direction of the author's opinions, e.g. on common law marriage: "some societies accept this sort of situation more willingly than others".

This "some societies may do this, but we don't" attitude occurs on several occasions throughout the book, often when the author touches upon more controversial topics. This attitude and the factual approach of the book may discourage any discussion and thought, especially as the book is aimed at new recruits to sociology, whose prior experiences of the natural sciences and school in general may naturally inhibit any overt statements of thoughts, feelings and attitudes. It could well have been Heasman's intention to try to keep dissent and discussion to a minimum as she has left some possibilities for debate in a small section hidden away at the end of the book. This section, which includes "things to do", and recommendations of a couple of reasonably stimulating books such as "Cathy Come Home" and "Animal Farm", for each chapter of the book, has presumably been placed there in order that the kids who discover it are mainly under teacher direction. "The Study of Society" also gives a bibliography for teachers which is intended to give background reading to each chapter.

The layout of the book follows exactly the A.E.B. 'O' level syllabus topics and as such each chapter could be taken in isolation to others. However, the first chapter on society and how to study it provides answers to two most basic questions "What is sociology?" and "Why study it?" and this must surely be taken first in any courses for people embarking on a study of sociology. Preceding the first chapter, Heasman has provided a glossary of sociological terms. Although some definitions are open to debate, the idea remains a good one, in that many students, especially in social science, use terms without fully understanding their meaning. Concluding each chapter, the author summarises the basic facts in a short paragraph. The casual reader, merely glancing through the summaries is given no stimulus to look into the chapters in greater detail, likewise no stimulus is given to the more serious reader further to explore the topic after reading the chapter. One major criticism of the book is the lack of imagination used in the diagrams, illustrations and tabular presentations which are totally void of any visual impact. On the positive side, the language of the book is very appropriate as can be seen in glancing at the first paragraph of the first chapter: "The study of society is concerned with people — men and women, boys and girls . . . "

The information in the book is to the best of my knowledge correct. The book quotes its sources of information on statistics so these could be verified and up-dated. Most technical terms are defined in the glossary and misuse of such terms depends on the debate between conflicting definitions of them. Certainly technical terms were rarely used out of context, and the author's style was explicit in contrast to the continued use of baffling technical terminology in other books.

Overall, the author achieves her stated objective of providing a basic, simple, introductory text that gives a grounding in the principles and concepts of sociology. However, whether the directive, no-nonsense style of presentation is the most appropriate to the population the book is aimed at, is a matter of opinion, which can only be resolved by the classroom use of the book. Mike Brown

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**TITLE**: Human Societies
**EDITOR**: Geoffrey Hurd
**PUBLISHER**: Routledge and Kegan Paul
**COST**: £1.30
**DATE OF PUBLICATION**: 1973
**TARGET GROUP**: Newcomers in sociology

The book aims to introduce the reader to the complexities of human societies using a comparative and developmental approach to sociology. This is refreshing and reflects the interests of the nine writers who contributed to the book. However, the concern for developing such a perspective, with its emphasis on socio-historical context and interaction between variable results in a failure to introduce the basic concepts and terms on which sociological investigation rests. The writers tend to "leap into" sociological analysis, leaving the newcomer to sociology grappling with the tools. The introductory chapter on sociology method is fairly comprehensive but is not adequately followed up in later chapters.

The book is divided into fourteen sections which could be taken in any order, although it must be assumed that the chapter on method precedes all other study. The subject matter is fairly standard, which suggests use in schools and colleges, but the presentation and language used create barriers for learning. There are very few openings for discussion, much of the material being dealt with in a very "matter of fact" way. The chapters on economic and political aspects of social development appear merely descriptive, rather than analytical. Other chapters appear much more sociological; the chapters on industrial relations and professions, for example, are clearly using interactionist perspective.

Concepts are frequently introduced but are not followed up. Here, a glossary would have been useful, although definitions are frequently open to debate. Similarly, cross referencing would have provided useful links between chapters and extended the reader's knowledge of the use of particular terms. These factors, I feel, limit the use of the book to above average ability pupils over 16 years. The language is fairly complex — sentences are long, contain many modifying clauses, difficult and abstract expressions and words which require a dictionary readily at hand.

Each chapter culminates in additional reading lists of varying complexity and detail. This is useful, but references to sociologists with differing viewpoints tend to be omitted. A set of discussion outlines or questions would also have been useful, as the text itself does little to stimulate discussion.

The information is, as far as I know, correct and can be up-dated where the relevant sources are quoted. One of the major drawbacks of the book is its complete lack of visual material. The print is small and needs breaking up to give the reader a "rest". Admittedly, tables and the odd graph are included, but they do very little, if anything, to stimulate interest. The tables, in particular, are badly used. They are very detailed and in certain chapters (particularly the chapter on urbanisation) contain information that is badly outdated. There is also an inadequate use of sub-headings and spacings which makes reading the text an arduous task. The index appears comprehensive on the surface, but many of the concepts introduced in the text are omitted.

All in all, this is a very disappointing book. With a little more thought to content and presentation, with the target group in mind, this could have developed into an exciting new introductory textbook. Elizabeth Wilson

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**TITLE**: Sociology
**AUTHORS**: Jack Nobbs, Bob Hine, Margaret Flemming
**PUBLISHER**: Macmillan Education
**COST**: £2.95
**DATE OF PUBLICATION**: 1975
**TARGET GROUP**: G.C.E. O level students

In recent years there has been a rapid growth of Social Science teaching in schools (particularly GCE Sociology) but accompanied by a comparative lack of suitable texts with which to work. This book, written by three teachers, is one of several now being published in an attempt to overcome this problem, and is designed to introduce some of the principal concepts and methods of sociology at a level appropriate to pupils preparing for the GCE 'O' level examination.

The book aims to develop investigation skills through the exposition of research techniques and the provision of exercises encouraging practical work. In addition to the presentation of sociological concepts, an attempt is made to give a comprehensive account of the structure of British society, past and present, and to refer to other societies for comparative material. It is the authors' intention that the text, with its continuous question-posing and accompanying illustrations, will stimulate the imagination and provoke further discussion.

The book provides a digest of appropriate material in relevant areas of sociology, covering 12 main themes: Approaches to the Study of Society, Social Differences, the Family, Education, Population, Communications and the Mass Media, Government and Politics, the Welfare Society, the Economy and Employment, Social Control, Social Problems, and the Individual and Society. Most of these themes are well documented and provide invaluable background material for further study. However, some of the contents in the first section, particularly the concepts of social system and social structure, are vaguely defined and require greater elaboration. Since the book encourages students "to obtain and evaluate information for themselves" by suggesting various project work, the principal methods of sociological investigation could have been described in greater detail.

The text is impressively supported by visual material, including photographs, diagrams, cartoons and statistical tables. These visual aids help add meaning to the text, and are specifically designed to arouse the reader's feelings and stimulate further discussion. (Even the picture on the cover depicting the marriage between a couple from different social backgrounds, provides a good stimulus for discussion on social class and status). The language used in the book is appropriate for the 15 to 16 age group, and abstract concepts are described in relatively simple terms, reinforced by concrete examples within the students' own field of experience, whenever possible.

Although most of the information contained in the text is accurate, some details have been over-simplified. For example, this statement appears on page 206: "Discontented workers from Europe turned to extreme political movements, such as fascism and communism and World War II was the result". Not only have the causes of the war been over-simplified, but also there is no attempt to describe the meaning of the terms fascism and communism. Nevertheless, the book only purports to provide a very general introduction to the major areas of sociology and recommendations for further reading are made in each section. The authors have tried to remain as objective as possible in their account of the structure of society (particularly in the "Social Problems" section) to allow the reader to formulate his own opinions on certain issues. A major criticism of the section on the Economy and Employment, however, is the fact that it only mentions the Capitalist economy and neglects other systems of organising production. The information is reasonably up-to-date, but as is the case with so many textbooks, contents become outdated so quickly, and recent developments in areas such as race relations and abortion, fail to be mentioned. This emphasises the fact that the book should not be used to the detriment of other sources of learning.

The general format followed has been that of sections, units, topics, exercises, and questions from recent GCE 'O' level papers. After the first section on "Approaches to the Study of Society" has been read, the book can be used in any order, with the last section providing a brief summary of the previous chapters. New concepts are written in italics, and appear in a glossary at the end of each section, and important facts, such as the defining characteristics of a social phenomenon, are concisely summarised in small print to aid the reader. In addition, the list of contents and index are clear and easy to use. As previously stated, the text is well supported by illustrations of varying type and purpose, which enhance the value of the written material. Overall, the design and layout of the book aid comprehension and make it useful for quick reference and revision purposes.

Provided it is not over-used and is regarded as a source of background information leading to further study, the book is a very helpful introduction to some of the major areas of sociology.

Bobbie Davey

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**TITLE**: People in Society: An Introduction to Sociology
**AUTHOR**: P.J. North
**PUBLISHER**: Longman
**COST**: 1 to 5 copies £1.32 each, 6 or more copies £1.15 each
**DATE OF PUBLICATION**: 1973, fourth impression, 1975
**TARGET GROUP**: G.C.E. O level students

"People in Society" is an introductory sociology text-book written for G.C.E. 'O' level students at schools and colleges of further education. It also provides a suitable basis for certain aspects of the OND in Public Administration and for GCE 'A' level students who have little or no previous experience of the subject.

The reading and digestion of "People in Society" would obviously not give any student a full understanding of sociology, a fact acknowledged by the author, P.J. North, in his Preface to the book. However, merely to give the student of sociology facts to relate in an exam is not the stated aim of this book. Rather, it is intended to introduce the student of the study of society as a whole, its structure, development and forces, sociological methods of study and the construction of theories and hypotheses. It is also intended to initiate the student in applying his knowledge and relating it to other data, and to the preservation and evaluation of data collected. "Above all", writes North, "the sociology students needs to develop attitudes of critical awareness to what he sees around him". Most importantly, North judges his book as a provocative base from which further reading, activity and discussion will be undertaken in order to gain a wider knowledge of the subject.

The content of North's book bears out his statement of its aims and purpose. Part one is concerned mainly with sociology as a discipline, with methods of study and the formulation of theories. Part two discusses the major aspects of the social structure:– population, family, education, work and industry, politics, deviance and beliefs. This list is adequate for the level of study and the intended examination syllabi are covered in reasonable detail. At this level there seems to be a tendency to over-simplify, even where more complex analysis would not necessarily detract from understanding some information could prove misleading in its attempt at simplification, as with the statement on page 149 that "700 or so" M.P's sit in the House of Commons – the number is in fact nearer 600 than 700! Some information in the book is inevitably out of date, as would be expected due to the ever-changing nature of society. However, information, tables, etc., have been continually updated as the book has been reprinted.

"People in Society" is so structured that any chapter can be discussed alone, and references to previous chapters cite page numbers. It may be intended that chapter one will be read first as an introduction to the subject, and that Part One will be read before Part Two, but this does not seem to be absolutely essential.

Diagrams and tables are used prolifically throughout the book, but are unfortunately not always explained adequately. Occassionally they may prove puzzling perhaps even to the sociology teacher, and some require careful analysis before any meaning can be derived from them. This is also the case with a few written sections which do not always prove as self-explanatory as the author may have intended them to be (see, for example, page 140 "The Process of Legislation"). However, this may indicate that the textbook is intended only as supplementary reading or revision to the lesson or lecture already given, and to provoke questions or discussion on the subject.

At the end of every chapter are suggestions for group and individual activities and for further reading, and at the end of the book there are examples of GCE 'O' level questions from previous years – all very useful to the new student preparing for an examination. The book's index is adequate, and the detailed contents will also prove useful to most students.

The design and layout of "People in Society" may serve to attract both students and teachers to it, with the numerous diagrams serving to break up the written sections, and giving it a more "interesting" look. Whether the layout is helpful once study starts is another matter, although the diagrams do tend to relate directly to the commentary on the same page, which is not always the case with higher level textbooks.

"People in Society", then, is a fairly basic sociology textbook not intended for use alone. A few topics relevant even to introductory sociology (for example, the Mass Media) have been omitted, and although what is covered is reasonably thorough, wider reading on most subjects is necessary. However, for the student who knows little about sociology, this book will provide an adequate basis for further reading and discussion.

Veronica Lloyd

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**TITLE**: The Human Web
**AUTHOR**: Gerald O'Donnell
**PUBLISHER**: John Murray
**COST**: £2 per book for 1–5 copies. More than 6 copies, £1.85 each
**DATE OF PUBLICATION**: 1975
**TARGET GROUP**: Those following General and Liberal Studies courses in colleges of further education and secondary schools; GCE O level sociology (topics on AEB syllabus are dealt with)

This book seems to have been written with the intention, not of conveying lots of information, but to provoke discussion and stimulate the students' imagination. Many points are raised which would make the student look at the society he is living in and so form his own opinions rationally.

Each chapter contains tables, graphs and photographs, with questions about them, which are very effective at conveying information and provoking discussion. There is a short glossary at the back of the book, and concepts and technical terms are usually explained, but there are some areas where previous knowledge seems to be assumed. Explanations of certain ideas are sometimes biased, but on the whole, both sides of the argument are presented. Reading lists at the end of each chapter are helpful in that the standard of the book recommended is indicated. The book is also very much up-to-date but unfortunately, many of the tables and graphs will tend to date very quickly. This book is divided into four parts: "Ourselves", "Our Choice", "Power over Us" and "Our Attitudes". Five topics are covered within each part. Any of these topics could be taken up without reading any other part of the book and the division into parts seems to be totally unnecessary. It is debatable whether the topics fit into each part heading. The layout is attractive, with plenty of diagrams, maps, tables and graphs. There is not too much writing on each topic and the index at the back of the book is adequate and helpful. Jean Webb

**TITLE**: Introducing Society: A basic introduction to sociology
**AUTHOR**: John Scotson
**PUBLISHER**: Routledge and Kegan Paul
**COST**: Cloth edition £2.40, paperback £1.20, limp edition 95p.
**DATE OF PUBLICATION**: June 1975
**TARGET GROUP**: GCE O level students, social studies students.

Scotson's unambitious, practical, pass-a-GCE intent is advertised by the provision of examples of examination questions, by his acknowledged debt to an infamous professor of Bath (Cotgrove) whom he honours eleven times in references, and by his twelve chapters dealing with the usual areas of school examination sociology: what sociology is, the family, education, work, leisure, politics, beliefs, mass media, social problems, and methods of sociological investigation. There are no pictures, words are packed in small and tight, and space is only spared for eight figures and fourteen tables in the 198 off-white pages. This, I suppose, keeps down cost, and helps to create the requisite "cramination" text-book image.

On the whole, the book is simply and smoothly written with non-intimidating, non-academic headings such as "Friends and neighbours", "Learning and earning", "What about the workers". As sociology textbooks go, it is the kind you might recommend to those who are having difficulties converting from the folk knowledge of The Daily Express to the proper, O level kind, found in The Guardian. As an example of Guardianesque, try: "The problem of strikes should not be exaggeraged: They do cause damage to the economy . . . but . . . it is worth remembering that times lost through industrial accidents is usually five times greater, and time lost through illness 100 times greater than time lost in strikes." (p.77). As "the sociologist cannot remain neutral" (p.7), I am personally not averse to O level students falling among Fabians, although they might find other ideological tendencies more exciting.

A bewildering array of concepts confronts all new students to sociology and the teacher has the skilful, pedagogical task of revealing his terminological mysteries gently. (Six months down, and half the group don't know the meaning of "social". Can I explain it?) But criticism must be made of Scotson's failure to pay due attention to definitions and to the introduction of new terms. On page 16, for example, he deals with the relationship between school and social class, but it isn't until page 20 that we are given Theodorson's definition of social class as "a large category of people within a system of social stratification who have similar socio-economic status in relation to other segments of the community," etc. but doesn't the student need to have social "stratification" and "socio-economic status" explained? Similarly, most novices are likely to be left none the wiser by Scotson's offering of Bottomore's definition of social structure as "the complex of the major institutions and groups in society" (p.11). Social structure, after all, isn't quite like the climbing frame in the gym, but then – what is it like? Sociology remains a very perplexing business.

From a previous knowledge of school social studies syllabuses and textbooks, I was able to successfully predict that **Introducing Society** would introduce me, and other students, to minority groups and immigration (read: blacks) as "Urban problems," (chapter 11), together with vandalism, football hooliganism, and suicide. But, as Scotson points out, "There is a tendency . . . to conclude that the social problems of our society are worsened by the presence of coloured people" (p.169). To be fair, Scotson also mentions Irish, Jews, and Travellers, and certainly, the few pages devoted to minority groups and social change are about as evenly balanced as Humpty Dumpty before his great fall. "For that's how things must be if a sociologist is to remain without bias" (p.1).

The sociology teacher should not expect to find more than a competent presentation of recent (and not-so-recent) British empirical work, and, although the glossary reveals the meaning of "functionalism", the writer seems to share the view held by many, that sociological theory cannot be taught to fifteen year-olds. Stylistically, I felt the book was aimed at A level students, conceptually, at O level. Despite my criticisms, I feel it is one of the better textbooks on the market. F.W.R.

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**TITLE**: Sociology, An Introductory Course
**AUTHOR**: P.L. Selfe
**PUBLISHER**: Thomas Nelson and Sons
**COST**: £1.25
**DATE OF PUBLICATION**: 1975
**TARGET GROUP**: GCE O level students

This is an introductory book which deals with the principles and methods of sociology by the study of the social structure of Britain. It offered a good opportunity, and it was skilfully used, to cover a diverse range of concepts. Sociology has not been treated as a subject which offers clear cut answers; rather the book helps to show that there are alternative answers to most questions.

While its single, most important, objective is to provide a comprehensive text to meet the demands of the GCE Ordinary Level examinations, students studying other social science subjects will find it a suitable preparatory text. The core of the book is concerned with sociology, but anthropology, economics and politics have inevitably found a place in it.

It can hardly be treated as a source of information, but, as a means of provoking discussion and stimulating interest, there is much to commend its style and content.

The thirteen topics selected are fairly representative of the current spectrum of empirical sociology, for example, the family and marriage, wealth, income and social policy, crime, population, political systems and political parties, are amongst them. From the point of view of the Ordinary Level syllabuses it could be said to have passed the test of appropriateness.

A varied assortment of data – both impressionistic and statistical – has been utilised. The statistical data have been interestingly presented in the form of pictorials and charts where applicable, and as a whole a reasonable balance of the amount of data used has been maintained. Most of the data has been extracted from reputable studies of the 1970's. Visual materials are comprised of a variety of pictures which, in most cases, are particularly striking and should prove efficacious.

The book contains its own dictionary of sociological terminology, which might suggest the extend to which technical terms have been used. Perhaps greater care could have been taken in the choice of language; albeit one has to bear in mind the limitations less jargonistic constructions could impose. Nevertheless, with so many complex sentences with 20 words or more, containing at times a string of ideas or difficult words, the text could be a disincentive to learning, especially for poor readers working on their own. A compensating factor, however, could be found in the choice of material.

Throughout the book one could find section after section on which to build a quite viable sequential scheme of work, but the book in itself is not laid out in sequence. It is relatively easy to select sections from it for a single lesson or a series of lessons.

Every topic is accompanied by two or more sets of pictures as stimulus material, and two research findings, each with a useful description of the research method employed. For example, in the study of relition, the researches of George Greening 1969/1970 and J.R. Rees, 1967, to find out whether there was a decline in religious attitudes, have been utilised. By juxtaposing two research findings, it creates a situation that makes for argument and discussion, and differences in findings could lead to different answers for students to argue for.

The student is facilitated by the inclusion of a list of the resources required (supplier's address and price list provided) and an index of the reference books to be consulted. A comprehensive index of authors and subjects mentioned, or dealt with, is also provided.

For a text which lays claim to comprehensiveness, it could have been stronger in the theoretical department. Apart from the first chapter in which attempts are made to offer a definition of sociology, the major part of the book deals with methods and research.

Generally, materials have been presented in a fashion which should stimulate debate and discussion. It is the sort of book that I recommend teachers in the social sciences to have on their shelf.

C.A.L. Daniel

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**TITLE**: A Textbook of Sociology
**AUTHOR**: Graham Sergeant
**PUBLISHER**: Macmillan
**COST**: £1.80 (paperback)
**DATE OF PUBLICATION**: 1971, reprinted 1972, 1973
**TARGET GROUPS**: G.C.E. 'A', Diploma, first year university, students.

The book begins with a general introduction to the sociological study of society; there then follow chapters on social differentiation, the family, education, social mobility and politics. Each chapter is well illustrated with diagrams and tables and concludes with a concise bibliography of relevant books and articles. There are also sample exam questions from past papers and suggestions for discussion topics. The conventional index at the rear of the book is adequate but the index of statistical tables, I found to be extremely valuable. The chapters form single units and could be used in any order.

Sergeant sets out to provide students, of a least 'A' level ability, with a general set of guidelines to a number of key topics in the study of the social structure of modern Britain. He summarises the main theories and research of modern sociology. Using a descriptive approach, he presents the development of research and theoretical conclusions over the last twenty years. The material is concise and integrated into a general review of each topic. However, a number of things worry me about the value of this book, both in general, and specifically for 'A' level teaching. Firstly, the descriptive approach presents an impression of impartiality which is not borne out in the text itself. There is constant emphasis on functionalist/consensus conclusions. There is little attempt to present a balanced view of conflict theories in sociology. The historical dimension is dismissed after brief consideration, while Marxist theories are presented in a distorted form in order to more easily refute them. On the other hand the ideas and theories of sociologists like Weber tend to be accepted rather uncritically.

The section on social differentiation in particular suffers from these faults. However, to present a more detailed criticism would necessarily involve a general critique of modern British functionalist sociology, for which there is not sufficient space in this review.

The second worrying thing about this book is that due to the wealth of sources used, there is a tendency to be superficial. The chapter on the family presents a wealth of factual information from a wide variety of sources, but is very weak on analysis. For instance there is little, if any, analysis of the relationship between the family and the economy. The same fault occurs in the chapter on education where we are presented with a list of historical developments but no analysis of why the changes occurred. There is also a tendency to use sociological terms without presenting any definitions of the terms used, e.g. on page 92 the term "alienation" is used in a very superficial way, viz. alienation is simply equated with the rejection of working class culture!

The general approach used makes this an excellent, if uncritical, reference book for the standard works of modern British sociology. The book will probably be valuable to diploma and degree students, but I have serious reservations of its value for 'A' level students. I believe that this is *not* an introductory book to sociology. To understand the significance of much of the material referred to requires some basic sociological knowledge. The understanding of the significance and content of many of the empirical studies referred to requires more detailed consideration than this book is able to give. There would also be a tendency for students to regard the book as a "Bible", precisely because it contains so much information. Second year 'A' level students with a general background in sociology may find the book useful as a guide or pointer to required reading and as a revision text. Equally, staff, when preparing handouts, units, etc., will find the book useful.

Finally, may I emphasise this is a reference book, not a general sociology textbook. Used as a reference book it can be a valuable addition to school resources. Used as a general textbook its effect could be disastrous.

R. Passant, Bilston Sixth Form Centre

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**TITLE**: Sociology
**AUTHOR**: Barry Sugarman
**PUBLISHER**: Heinemann Educational
**COST**: 52½p
**DATE OF PUBLICATION**: 1968, 1973 (with corrections), 1974.
**TARGET GROUP**: A first book for the 'general reader' and possibly one of the books to be read on GCE O level course.

The book as Sugarman intends it is meant to be read, rather than studied, by those interested in discovering what sociology is.

It is written in a clear style, uncluttered with jargon. Although it does not produce the same sense of discovery that a book like Berger's **Invitation to Sociology** does, it achieves its purpose – an introduction to sociology for the young reader written in the hope that he might be encouraged to pursue the subject further.

The book contains no empirical material as it concerns itself with providing a readable account of the way the sociologist looks at human behaviour and concepts such as roles, norms, social stratification, etc., that he uses in doing so.

There is no chapter on marriage and the family, although there are references to the family. Sexuality is not discussed. This tends to make the book less valuable to a young reader who might benefit from the self-knowledge induced by an increased sociological awareness.

There is a section titled 'Common sense and Sociology'. The discussion of the relationship between the two needs, in the case of young readers, much greater attention than Sugarman gives here. Writers of books for young people should attempt to impress on their readers how sociological concepts can help them to understand everyday life and its structures.

In Sugarman's book there is very little reference to the emotions. Playing roles are not linked with the experiencing of feelings by the actors. Furthermore, no attempt is made to show the 'politics of negotiations' that are involved in role-performances.

Sugarman, like other writers of similar books, does not discuss the concept of ideology. It seems as if there was a consensus among writers about the unsuitability of including this topic in books for young readers. To show that ideologies are 'manufactured' to serve group interests, and that roles have accompanying ideologies, may place the taken-for-granted world in question and lessen the possibility of extending control over the young if they are fully aware of the way social structures are maintained. But the issue should not be side-stepped.

The section on social stratification is not calculated to arouse interest in political *and* moral questions posed by the division of society into classes. Once again Sugarman is well within the current tradition. The concept of 'life chances' can be handled in a manner that can help young readers, especially those from the working class to understand their position and prospects for the future in the social world they inhabit. One suspects that practically all writers within the present tradition of text-book writing are very concerned not to arouse anger or envy when discussing social class as it might have 'undesirable' political consequences.

The book can be read in sections. Sugarman gives a bibliography which is not likely to be very useful for the reader who is approaching sociology for the first time. The books he lists are too difficult for someone who has just finished reading his introductory book and wants to read another that is fairly easy to understand.

Sydney Peiris

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**TITLE**: Sociology for Schools. Books I and II
**AUTHOR**: Jane L. Thompson
**PUBLISHER**: Hutchinson
**COST**: £1.07½ per volume or 95p for six or more
**DATE OF PUBLICATION**: 1973
**TARGET GROUP**: CSE, particularly Mode III classes, and GCE O level students as an introduction.

Jane Thompson brings together in two volumes, text, extracts, and exercises. Nine chapters in book I and eight in book II present a comprehensive and interesting range of sociological topics:

**Book I**
1. Individual and Group
2. Social Class
3. Culture
4. Social Research
5. Love and Marriage
6. Family Organisation
7. Roles Within the Family
8. Socialisation
9. Housing

**Book II**
1. Education
2. The Transition from School to Work
3. Political Behaviour
4. Newspapers and Television
5. Racial Prejudice and Discrimination
6. The Population Explosion
7. Population Trends in Britain
8. Malnutrition

The text, which is concise if not always precise, serves to introduce the passages and questions. Headings at almost every paragraph make it easy to read.

The extracts, occupying about half the printed space, draw on anthropological material, novels, and occasionally more specialised social science works. Emphasis is on descriptive sociology rather than statistical surveys. Margared Mead, for example, is sampled in each of chapters 5 to 8 in book I. Little use, though, is made of direct quotations or newsprint.

The exercises, which take about a third of the remaining space, are usually based on the passages. Either discussion or written work may follow from them. Questions that test powers of comprehension are extended into questions of wider sociological import. Some general questions and exercises, many practically oriented, are also included. There are, for example, eleven projects. These usually suggest themes for research, and often include in useful detail ideas for questionnaires. Example project areas are: "The Unemployed", "Pop Culture", "The Elderley", and for book I, chapter 4, "Child Study".

Apart from a sprinkling of tables and graphs, "Sociology for Schools" is unillustrated. Each book is separately indexed.

The first four chapters of book I present a well thought out introduction to the subject. Chapter 4 delivers the creed of objectivity thus:

> "Because it studies people and their way of life, sociology is often confused with journalism and literature, but this is quite wrong. Journalists and writers often observe the same things, but when their emotions and their personal feelings are working very hard, their view is always biased. Sociologists try to prevent their personal opinions, biasing what they see . . . . and they are always eager to test and offer scientific proof to support their findings".

All this is ironic in view of the major inclusion of literature in the extract sections, leaving unclear the relation between the two approaches, especially as far as this book is concerned. It is even more ironic given the occasional journalistic expression of Jane Thompson's own personal opinions. Most notable among these is the assertion that "Families are a Social Necessity". This is, indeed, a heading that introduces rhetoric as the following extract illustrates:

> "Without families, how would adults find permanent and secure social companionship with others? Could the ties which bind families together in a warm and intimate unit, be really shared with the stranger in the next dormitory or multi-storey living cell?" [p.67 (I)].

Jane Thompson's language is chatty, often addressing the pupil reader directly. In places it tends to be patronising, sometimes being tendentious into the bargain. Thus, on adolescence, she remarks:

> "The period in which you are a teenager has been said by many very wise and sympathetic people to be a time of stress and conflict for you." [p.103 (I)]

And on pop culture: "Obviously if you feel very strongly about your music and fashions, you will want to defend your culture. Others, however, will suggest very seriously that you are being "got at" by the mass media and that really the whole pop culture is a commercial 'con trick'."[p.97 (II)]

There is a suspicion here of stooping to conquer and of stooping too low!

The back covers announce "A foundation course, based on practical work with GCE and CSE Mode III classes, which would also be invaluable for Minority Time/General Studies periods in the Sixth Form". Given its origins in Mode III classes, the material understandably does not readily transfer to Mode I syllabuses, or for that matter, to anyone else's Mode III course. It functions, however, as an excellent supplement to almost any social or general studies programme, although the language seems inappropriate for the Sixth Form audience.

It is the extracts which are most likely to be found useful. The questions, too, may be useful, although the inclusion of so many of them might be questioned. The text plays an uncertain role. Though generally of a standard which compares well with other "O level" texts, it is not consistently thorough enough to replace one of them.

Considering that usage of Thompson is likely to be selective it is unfortunate that the organisation does not aid this end. Text, extracts and exercises tend to run into each other. Each chapter includes a section entitled "Discussion and Written Work" which may occupy anything from almost none of the chapter to almost all of it. The exercises do not even always occur in it, and the extracts, not separately indexed, may appear anywhere. There are other strange inconsistencies, such as the honouring of three of the projects in the "contents", while the others are omitted.

On the whole, by the inclusion of much imaginative and sound sociological material "Sociology for Schools" helps bring the subject to life. As the books are based on sound pedagogical principles, any failings, such as sloppy organisation and lapses into motherly didacticism, can perhaps be forgiven.

Finally, an attractive feature is the cover designs – yellow butterflies flying over photographs of a grey city. A less attractive feature is that they soon peel of with school use!

Graham Estop

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**TITLE**: Introduction to Sociology
**AUTHOR**: Elizabeth J. Wilkins
**PUBLISHER**: Macdonald and Evans
**COST**: £2.25 (paperback)
**DATE OF PUBLICATION**: 1970, reprinted 1971, 1972
**TARGET GROUP**: G.C.E. A level students

This book is meant to be used as a comprehensive introduction to the subject, primarily for students sitting for 'A' level examinations. It is clearly written and informative, although the 'A' level student may need to do some additional reading to enable him to cope with examinations.

The weaknesses of the book are the ones that are common to so many others written for younger readers. Implicit in the absence of a discussion about the possibilities of situating oneself more knowledgeably in the social world, is the attitude that the subject is to be studied because there is an examination in it. No hints are given for developing sociologically skills of analysis. The reader is told what sociologists believe or have found out, rather than being encouraged to do some thinking of his own. The book does not promote any sense of expectancy and excitement in the reader. Young readers will not get the impression that the micro world and the macro world can be viewed as part of the same spectrum. Emotions are referred to only very indirectly, leaving the reader to think, as most sociology students do, that the subject does not illuminate their inner subjective concerns. The book is thoroughly ensconced in the presently existing social reality. There is no hint of as yet unexperienced but possible realities. The book will provoke discussion as any other book on sociology will do. But the purpose of the book is not to encourage students to ask fundamental questions about society and its structures. Nothing in the book is likely seriously to invalidate the legitimacy of current society in the minds of its readers. Wilkins' book is testimony to the assertion that sociology textbooks and teaching for younger students tend to be another agent of social control. As if to innoculate against the possibility of spawning radical students later on at the university, communist societies are presented in a grossly prejudiced manner. One sentence reads, "Those of us who have seen films of young Chinese children singing 'nursery rhymes' about American imperialist murderers, or who have been appalled by the use of military force to quell the Hungarians' and Czechoslovakians' desire for a more liberal system, may question Russell's apparent belief that capitalist and communist countries differ little from each other in the use they make of their educational systems for purposes of producing consensus of opinion amongst their members". The book, first published in 1970, has no mention of the Vietnam War. The writer's ideology also shows itself in the avoidance of a discussion on sexuality, although there is as usual a chapter on the family and marriage.

At a technical level the book is quite adequate. Chapters are subdivided and there is a single name and subject index. The book is free of jargon, and technical terms are not used more than is necessary.

S. Peiris, Bilston College of Further Education

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**TITLE**: Introducing Sociology
**EDITOR**: Peter Worsley
**PUBLISHER**: Penguin Educational
**COST**: £1.25
**DATE OF PUBLICATION**: 1970
**TARGET GROUP**: G.C.E. A level students

"Introducing Sociology" is intended as a non-elementary introduction for those coming to sociology for the first time. The editor states that an important aim of the book is to counteract the predominance of American material found in other textbooks, and so a considerable number of European sociological studies and theoretical ideas are used.

A major attitude which is conveyed is Worsley's disapproval of the separation of theory and description. Thus, he states in the preface, "We wish, then to raise problems and to assist the reader's own thinking about these problems, not primarily just to convey information to him".

Basic concepts are introduced and basic theoretical issues are raised. Concepts such as "role-set" and "socialisation" are introduced and are used in a variety of contexts, where they are fully discussed. This would seem more useful than presenting a glossary of sociological terms which can be confusing and often does not relate to their actual usage.

However, the overall purpose of this book seems to be the introduction of the reader to particular areas of social life and key theoretical ideas about them.

Worsley is concerned with the relationship of sociology to society, the nature of theory and the proecedures used by sociologists. These considerations are dealt with in the first two chapters which make up Part One of the book. The second part of the book contains chapters on the Family, Education, Work and the Community. These topics were chosen with the intention of relating the sociology to the reader's own experiences of being born into a family, going to school, then to work and later coming under the influence of a wider community. The final part of the book concerns itself with the way that societies are held together and with the conflicts within society. It is quite possible for the book to provoke discussion since it is not written in the usual authoritative way of many textbooks and a variety of theoretical ideas are considered.

The subject matter would appear to be appropriate as an introduction and perhaps an invitation to sociology, but it is possibly inadequate as a basic textbook covering the examination syllabus, since many of the areas of social life, the study of which is required in the syllabus, are not dealt with. There was a deliberate attempt by the author to move away from the conventional divisions such as the sociology of religion, which is regarded as a mechanical approach to the study of Society.

The visual material is very poor, in the sense that it is virtually non-existent. The language used in the book is relatively simple and free from jargon, although a considerable number of abstract expressions are used.

The information in the book seems to be accurate, and adequate references are given. The information is reasonably up-to-date, although some of it will obviously not remain so.

The book is intended to be sequential, since Worsley states very clearly that Part One, which considers the relationship between sociology and society, and the method of sociological enquiry, should indeed be read first. It is possible to select out certain sections, but this is not the intention as the order of the areas of social life is meant to relate to the reader's experiences of growing up in society.

The index of the book is adequate, and the topics and issues dealt with are indexed with their page numbers. Further reading on particular topics is suggested, thus encouraging readers to delve further into areas that interest them. However, the general lay-out of the book is perhaps somewhat too uniform and uninteresting.

This is not a book for students who simply want to familiarise themselves with the subject of sociology or who want straightforward definitions of society. It is far more suitable as a stimulus for further exploration of Society and the study of it.

Moira Wales

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**JOHN MURRAY**

The Human Web GERARD O'DONNELL

Suitable for general, liberal or social studies work in schools and in further education, this book also provides an ideal framework for O level sociology – dealing with all the topics in the Associated Examining Board and Oxford Local Board syllabuses. Each chapter gives a lively basis for thought and discussion about some important aspect of the individual and society as well as reading lists, topics for essays and a wide variety of graphs, tables, diagrams and photographs.

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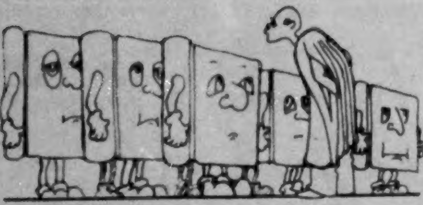

# REVIEWS

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**Britain Today Series**
**Clearway Publishing Co. Ltd.**

This short book by the ex-President of the Law Society and written in collaboration with that august body contains few surprises. Society is based on law, so law is important, and young people should understand it and participate in its making. Rule and law-making is ubiquitous, and is a complex dynamic process where the 'human' dimension is of the greatest importance. So far, so good.

But then . . . . 'our system of law is rightly something of which we can be proud', and 'we must know and believe that laws are not made by Members of Parliament (M.P's) for the benefit of themselves or judges, but for *us*.' and 'Parliament is very like a family . . . in which the relationship of the Members of Parliament is that of shared responsibility.' and 'Some people have the wrong attitude towards Lawyers. There are those who think they exist to help the high and mighty, and that they are distant and aloof from the problems of ordinary people. That is wrong. And there are those who think that they are unnecessary and that every man can be his own lawyer because, after all, one is only dabbling in words. That too is wrong. No one without training would think of trying to be his own doctor!' And so on.

Mr. Phillips has tried hard, with his chatty informal style, (saying 'we might think' when he means *you*), his project and activity suggestions, (How would you deal with a boy of nine who regularly bullies and hurts other boys smaller than himself if you were a Magistrate, Justice of the Peace or Judge?) and lively literary quotations (Alice in Wonderland and The Merchant of Venice), but the whole book rests on an extraordinarily naive consensus view of society.

Mr. Phillips cannot be blamed, of course, for holding the views he does – but surely he *is* culpable for appearing to be unaware of the existence of any others.

Consequently this is not an honest book for social studies courses (except, of course, as material for criticism), and apparently its level and content are quite inappropriate for 'Law' teaching. It would, presumably, find a place on a 'good citizenship' course – if there still are any.

## A SEVENTH MAN

**John Berger and Jean Mohr**
**Pelican**
**Price: £1.00**

This is another compilation from John Berger, of words and images bleakly juxtaposed, and making their powerful messages both independently and together. The style is superficially the same as in the successful 'Ways of Seeing', but the theme is more coherently unified, more contemporary and more politically urgent.

The focus of 'A Seventh Man' is the experience of the migrant worker in Europe – in particular, the migrant worker from within Europe who makes essentially temporary migration from the rural peasant economy of his home village, to the urban centres of the industrialised European countries in the north-west. For Berger, these migrants represent the quintessential case of alienated labour, and thus enable his stark message to unfold through this document of the condition of their lives. The medium is an intercutting of factual commentary, photographs, poetry, political argument, dramatisation and story-telling, and the overall effect is spell-binding.

In north western Europe, excluding Britain, there are approximately 11 million migrant workers, with perhaps as many as 2 million more, working unofficially, without papers. They are concentrated in the hardest, most disagreeable and least well paid job. In Germany, 1 in 7 manual workers is an immigrant; in France, Switzerland and Belgium about 25% of the industrial work force are foreigners. On the line at Fords in Cologne, 40% of the workers are migrants, at Renault in France the same. The able-bodied men come, without their families, for temporary stays, to work for the wages that will make possible their own car, their own house, or their own business, back in the village when they return.

'The migrant takes with him his own resolution, the food prepared in his home, which he will eat during the next two or three days, his own pride, the photographs in his pocket, his packages, his suitcase.'

The strangeness of the journey, the isolation of foreigness, the humilation of fitness checks, the harsh work and the stultifying leisure which is only the space between work, in the company-provided barracks lodgings, and finally, the proud return with money and presents and the final disappointment of disillusion are all described, sometimes with the light touch of the gentlest hint, sometimes with the impact of a sledge hammer.

The political statement is implicit in the 'story-line' and is also interlaced with it as an overt polemic. The Marxist analysis is elemental, without much of the complexity which would be necessary to a text of political theory, but this is not, and does not claim to be a theoretical treatise. Berger's prose is elegant and poetic – '. . . . his migration is like an event in a dream dreamt by an unknown sleeper, he appears to act autonomously, at times unexpectedly; but everything he does – unless he revolts — is determined by the needs of the dreamer's mind. Abandon the metaphor. The migrant's intentionality is permeated by the historical necessities of which neither he nor anybody he meets is aware. That is why it is as if his life were being dreamt by another.'

There are some jarring notes — usually when Berger's rendition of the thoughts and feelings of the migrant worker becomes too fanciful, but in many ways this is a testimony to the plausibility of the rest. It is a powerful book, not least because of the superb photographic documentary provided by the work of Jean Mohr.

'A Seventh Man' is useful also in the social studies/sociology/general studies classroom, in a number of ways.

Except on the most unusual courses, the topic would be quite new to most students, and a refreshing departure from the tired old areas that appear repeatedly when the time comes to 'do' Work. The life of the migrant worker has the novelty of strangeness, but is described in the book sufficiently simply to permit the development of empathy, and yet with detail enough to make possible sophisticated speculation about the experience.

Further, students would be introduced to a Marxist, albeit a controversial one, who writes in a language and style that is relatively accessible to literature students. It could be read alone by 'A' level students, with some help by a 15+ age group — and some parts could be used as stimulus material for much younger pupils.

For 'A' level Sociology or General Studies courses, 'A Seventh Man' is attempting a unique task — that of combining some theorising about macro society with an authentically human story. Teaching 'the Marxist perspective' will be that much easier!

Caroline Heal

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a review of:

## THE SCIENCE & POLITICS OF I.Q.

by Leon. J. Kamin Lawrence Erlbaum Associates/John Wiley 1974

&

## THE INEQUALITY OF MAN

by Hans Eysenck Fontana/Collins 1975

| | | 50–60 | 60–70 | 70–80 | 80–90 | 90–100 | 100–110 | 110–120 | 120–130 | 130–140 | 140+ | Total | Mean IQ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Higher Professional | | | | | | | | | 2 | 1 | 3 | 139.7 |
| 2 | Lower Professional | | | | | | | 2 | 13 | 15 | 1 | 31 | 130.6 |
| 3 | Clerical | | | | 1 | 8 | 16 | 56 | 38 | 3 | | 122 | 115.9 |
| 4 | Skilled | | | 2 | 11 | 51 | 101 | 78 | 14 | 1 | | 258 | 108.2 |
| 5 | Semiskilled | | 5 | 15 | 31 | 135 | 120 | 17 | 2 | | | 325 | 97.8 |
| 6 | Unskilled | 1 | 18 | 52 | 117 | 53 | 11 | 9 | | | | 261 | 84.9 |
| | Total | 1 | 23 | 69 | 160 | 247 | 248 | 162 | 67 | 21 | 2 | 1,000 | 100.0 |

*Distribution of intelligence according to occupational class: adults*

| | | 50–60 | 60–70 | 70–80 | 80–90 | 90–100 | 100–110 | 110–120 | 120–130 | 130–140 | 140+ | Total | Mean IQ |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | Higher Professional | | | | | | 1 | | 1 | 1 | | 3 | 120.8 |
| 2 | Lower Professional | | | | 1 | 2 | 6 | 12 | 8 | 2 | | 31 | 114.7 |
| 3 | Clerical | | | 3 | 8 | 21 | 31 | 35 | 18 | 6 | | 122 | 107.8 |
| 4 | Skilled | | 1 | 12 | 33 | 53 | 70 | 59 | 22 | 7 | 1 | 258 | 104.6 |
| 5 | Semiskilled | 1 | 6 | 23 | 55 | 99 | 85 | 38 | 13 | 5 | | 325 | 98.9 |
| 6 | Unskilled | 1 | 15 | 32 | 62 | 75 | 54 | 16 | 6 | | | 261 | 92.6 |
| | Total | 2 | 22 | 70 | 159 | 250 | 247 | 160 | 68 | 21 | 1 | 1,000 | 100.0 |

*Distribution of intelligence according to occupational class: children*

The table above purports to show the distribution of intelligence in the British population for adults and for children stratified by social class. It comes from a paper published in 1961 by Cyril Burt (1), is very widely reproduced in psychology text books, and it either reproduced or quoted in the works of writers of an extreme hereditarian position such as Jensen, Herrnstein, and here from page 122 of the latest by Eysenck. It is a very important table. It is important because it is held to show that while intelligence is quite closely correlated with social class among adults, there is a much lower correlation with class among children. It is important also because it expresses the findings of the only major study to compare the variance of intelligence within classes of parents and children. The fact that the variance of intelligence within classes is much higher for children than for their parents is held to show the effect of 'regression to the mean'. Regression to the mean is a crucial part of the case for intelligence being overwhelmingly an inherited phenomenon. Regression to the mean refers to the tendency for children to have inherited characteristics rather closer to the average of the population than do their parents – well seen in height for instance. Since parents each have so few children this effect is not very apparent within single families and only appears statistically in the scores for groups of children as compared with groups of parents. Burt's study is unique in providing large numbers of intelligence scores for adults with which their childrens' scores can be compared. If the data can be accommodated by an R to M explanation this is strong presumptive evidence for intelligence as an inherited phenomenon and it would be difficult to prove an alternative environmentalist explanation. If R to M is not shown by the data an environmentalist explanation would serve well as a genetic one to explain correlations between intelligence and social class.

The message drawn from this table by Eysenck in "The Inequality of Man" is that the adults have achieved their social class on the basis of their inherited intelligence. Though there is a mismatch of 55% between intelligence and class among the adults in the table this is said to be due partly to the effect of other inherited personality characteristics, and due partly to "irrelevant factors" such as "luck and parental influence". The greater within-class variance of intelligence among the children is held to demonstrate regression to the mean – as predicted by the genetic model, but social mobility of bright-for-class children upwards and dull-for-class children downwards will bring about a closer correlation of intelligence with class in their adult life.

This allows Eysenck to say 'It is the child's I.Q., largely inherited, which will in due course determine his social class (in part at least) and which at present determines his degree of success at school (in part at least)".

Eysenck as a very conscientious scientist chooses Burt's data for his exegesis because of 'the outstanding quality of the design and statistical treatment in his studies'. If the reader does not accept this testimonial he can of course always refer back to the original paper. Unfortunately, however, this is of little assistance on the question of research design. On this point Burt refers the reader to earlier publications and these refer the reader to earlier publications and to unpublished reports.

Luckily, through the careful scholarship of Leon Kamin, we can now read this table for what it is, or rather for what it is not.

Firstly on samples and sizes. It appears at first glance that the table is about a group of 1,000 adults and 1,000 children. The figures refer to proportions of 1,000. "The figures inserted in the various rows and columns were proportional frequencies and in no way represent the actual numbers examined: from Class 1 the number examined was nearer to a hundred and twenty than three" Burt 1961.

We are not in fact told how many people are represented in the table: for all we know the number of subjects from unskilled backgrounds who scored 90–100 might have been 3 weighted to appear as 75/1,000. Nor do we know on what basis the numbers were weighted to appear as proportions.

Naturally as a careful and painstaking scientist Burt tells us exactly how the sample was chosen; "For the children the bulk of the data was obtained from surveys carried out from time to time in a London Borough selected as typical of the whole country" – and that's it, except that we do know that 'nearer to a hundred and twenty' class 1 children were selected from vocational guidance testings. We do not know how the London Borough was established as representative – though with the wide publication of this table it has gained this status. Since the figures do not result from a special study we can imagine that the data were collected in the course of Burt's multifarious testing activities over a span of 50 years, using a wide variety of tests by the well known sampling principle of serendipidy.

Thus we do not know how many subjects were scored, or how they were selected for scoring; nor do we know other information about them which is considered crucial by geneticists of I.Q. such as the age of the children – some tests discriminate more between children at some ages than at others; the percentages of related children, or how these factors were accommodated in the weighting of raw data to produce proportions.

We should worry very little about this lack of information however because we also do not know how the scores were arrived at. What ever the figures represent they do not represent raw I.Q. scores or standard transformation of them. Indeed for the adults they are not the results of intelligence tests at all. The 1961 paper gives no information as to how the adult scores were obtained but refers the reader to earlier works. Kamin by diligently following Burt's directions from paper to paper discovers the answer in a footnote to a paper written in 1955 (2):

> "For the assessment of the parents we relied chiefly on personal interviews; but in doubtful or borderline cases an open or camouflaged test was employed".

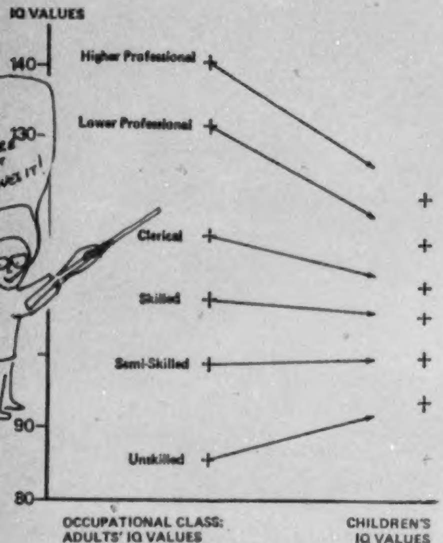
We have no way of knowing what a 'camouflaged test' means, nor do we know what sort(s) of 'open tests' were used, but for the majority of adults the scores are guesses.

What about the scores of the children. These are not simple I.Q. scores either. Again following Burt back from footnote to footnote Kamin discovers that; "The final assessments for the children were obtained by submitting the marks from the group tests to the judgement of teachers . . . . where the teacher disagreed with the verdict of the marks the child was interviewed personally and subjected to further tests, often on several successive occasions" Burt 19 (3)

One has an image of children being tested over and over again until they yielded a score acceptable to teacher.

Given Burt's and his colleagues notions about the relationship between intelligence and social class and teachers' similar ideas (4) Burt could not have chosen better methods for producing class-intelligence correlations. Perhaps this is what Eysenck means by 'the outstanding quality of the design and statistical treatment in his studies'.

The diagram below shows Eysenck's use of Burt's figures.



*Regression to the mean*

This diagram may raise interesting questions about the differences in the subjective evaluations of IQ between professional psychothometricians and teachers, but it certainly doesn't show regression to the mean.

After all this it seems like nit-picking to add that we do not know which tests Burt used to produce the statistics for children – though we do know he used three types of test (one not an intelligence test but a 'scholastic test') and which went through several formulations and where norms were established, changes in norms. Kamin also discovers that Burt was sometimes rather cavalier in assigning people to social classes.

"How does it come about" says Eysenck "that the inconclusive results of these badly designed and poorly analysed studies can give rise to a widely accepted myth, a myth which seems remarkably resistant to scholarly criticism and factual disproof". It perhaps needs saying that Eysenck is not talking about the work of Cyril Burt, but about studies which support an environmentalist position.

But Kamin's book *is* about the methodology of hereditarianism. As the title suggests Kamin sees the history of I.Q. testing in the U.S.A. as closely tied to the political system; as a procedure legitimating the low status of non-Anglo Saxon Americans and as giving a scientific underwriting to immigrant groups and their adverse contribution to the American gene pool. In 1912 83% of Jews, 80% of Hungarians, 79% of Italians and 87% of Russians were designated as 'feeble-minded' on the Binet test. In 1923 the median IQ for Italian Americans was recorded as 84, a full 16 points below the average American. In 1969 Jensen reports "The basic data are well-known, on average, Negroes test about 1 standard deviation (15 IQ points) below the average of the white population" (5) – which latter includes Jews, Italians, Hungarians and Russians.

The first chapters in Kamin's book are then about the political context of IQ testing. However the remainder of the book is a very detailed analysis of the methodology of heritability studies – especially the crucial area of twin studies on which the firmest case for intelligence as 80% inherited has been based (5). Now a very large proportion of the data used for heritability analysis comes from the work of Cyril Burt. For the reasons indicated above, and lots of others Kamin finds Burt's data on twins and intelligence inadmissible – even relaxing the very strict cannons of scientific method that hereditarians ask environmentalists to adhere to.

Depriving Jensen of Burt's data, and of some other studies which are similarly flimsy leaves the case for the inheritance of intelligence an open one.

If Kamin's book is important as a scientific document, Eysenck's is important because it is moving up in the list of best selling paper backs. It is as the cover says "The Book of Eysenck" in so far as it contains very little which is not included in his other best sellers. It is the same old mixture of stern strictures about the application of scientific method and glowing reports of studies based on ludicrously naive methodology with a gloss on the naturalness and justice of the current pattern of social inequality – really only interesting for devotees of the sociology of knowledge. I'm no enemy of the notion of intelligence being an inherited characteristic but really Eysenck's treatment of the subject can be regarded as a regression to the trivial.

1. Burt C 1961 "Intelligence and Social Mobility" Brit. J. Stat Psychol 1961 14. 3–24.
2. Burt C. 1955 "The Evidence for the Concept of intelligence" Brit J. Ed. Psych. 25. p. 172.
3. Burt C. 1958 "The inheritance of mental ability" American Psychologist 13. 1958 p. 8.
4. Cf for instance Goodacre E. "The School and the Home" and Nash. R "Classroom Observed" R.K.P.
5. Jensen A.R. "Environment, heredity and intelligence" Havard Educational Review Reprint Series 1969.

Roger Gomm

# RESOURCE EXCHANGE

The idea behind this scheme is that any useful teaching material — handouts, stimulus material, games, etc. produced by a social science teacher anywhere in the country should become swiftly available to his/her colleagues in other schools and colleges. This is an ideal! We hope we shall eventually include in the scheme several hundreds of items, and that these will constantly be added to and revised.

Perhaps it would be as well to say what the scheme is not. It is not intended that the items included shall be finished works of art: though we shall attempt to maintain a certain minimum standard. Nor is it intended that the scheme will provide 'ready-made' lessons, or 'model answers'. Nonetheless, we can all benefit by having a look at what other teachers consider an appropriate approach to a particular topic, theme, or concept. The success of the scheme depends entirely upon the response of ATSS members, for if you don't send in your materials for inclusion in the scheme — it won't even exist. We can't afford to pay you, so you'll get nothing but thanks. Though if you want to reserve copyright (perhaps you've toyed with the idea of having some work published in the future) just let us know. Basically what we want is for you to send in materials you have produced, together with a few lines of description. The items will be listed in subsequent issues of the Social Science Teacher, together with the description, and interested teachers can then write in for copies.

The response to the lists of items in recent issues has been very encouraging. Over one hundred members have written in for items, and about forty of them have either contributed items of their own or have promised to do so. We have now made arrangements for the Social Studies, Anthropology, and Environmental Studies aspects of the scheme, and we hope to include an increasing number of items in these fields. Arrangements are in hand to include items in the fields of psychology and economics.

Our thanks to everyone for orders and contributions. With so many letters to deal with there are some delays in both thanking people for material and in sending off orders, so please be patient with us. Some material is not being used because of unsuitable format, e.g. note form or too much copyright material included or overlaps with other banked items. Current gaps in the Sociology section include: education (strangely neglected,) and deviance, (in all lurid forms,) religion and the mass media.

So far, all items included in the scheme have been duplicated handouts. We hope to widen the scheme in the near future to include a greater range of materials including slides and resource guides.

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## RESOURCES EXCHANGE LIST, JUNE, 1976

Please refer to the item number when ordering. We can only supply a single copy of each item.

## SOCIAL STUDIES

(Included in this section are basically items of an interdisciplinary nature, sociological materials for C.S.E., non-examination or mixed ability groups. There is, of course, some overlap between this section and the next.)

The copyright of items 71–90 below is vested in various members of staff at the Bosworth College, Desford, Leicester. They have kindly supplied this material for the resources exchange scheme, but if you wish to reproduce any of the material in bulk the authors would be grateful if uou would first contact them – via Peter Gallie at the College. Much of the material is designed for use within the Bosworth O Level/CSE Humanities course, and we strongly advise all those ordering these items to include the Course Booklet (item 90) in their order.

Please note that quite a number of items count as **more than one item** for the purposes of ordering. This because they are bulkier than average.

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Editor *Richard Cootes*

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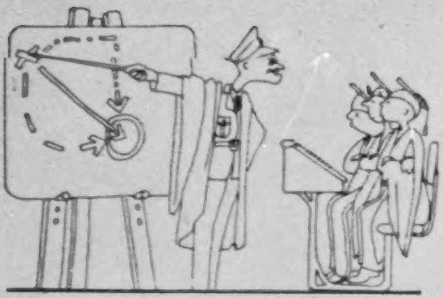


# BRIEFINGS

## ASSOCIATION FOR THE TEACHING OF SOCIAL SCIENCES

## No. 4 PLANNING THE CONTENT OF TEACHER DIRECTED SOCIAL SCIENCE COURSES

by Roland Meighan

The planning of Social Science course content for secondary school-children and further education college students might appear to be a relatively straightforward matter. The proliferation and diversity of such courses bears witness to the fact that this is not so, and that a complex series of decisions is involved, each decision having implications for other decisions.

The planning of content, whether by teachers or students, may not be wholly deliberate or wholly within the control of the planners, e.g. the choice of an examination syllabus or a textbook means that the decisions of an examiner or writer are taken on trust complete with biases and misinterpretations, whether racist, sexist or nationalist. These become a hidden part of the content.

The decisions made are likely to range over the features given below. Some decisions narrow choices rather than settle the matter, e.g. the decision to plan a course based on concepts in the social sciences leaves open the question of the selection of appropriate concepts, and rival attempts to do this exist.

### 1. Learning Outcomes

There are various possibilities as to what students are expected to learn, and here are some for consideration.

(a) Predominantly, the students are to learn information about their *nation*, e.g. how the economy works, the political system, migration patterns, the mass media of communication. The course will be based on social description and social statistics.

(b) Predominantly, the students are to learn information about *social problems*, e.g. housing, poverty, crime, population, war.
The course will be based on those features of national and international life currently interpreted as "problems".

(c) Predominantly, the students are to learn information about *personal interests and personal problems*, e.g. marriage, sexual relationships, jobs, leisure.
The course will be based on what the teachers, (or students, if consulted,) define as personal interests and problems.

(d) Predominantly, the students are to learn information about their *immediate environment*, e.g. the neighbourhood, the town, the region.
The course will be based on local information and local concerns.

(e) Predominantly, the students are to learn information about *existential problems*, e.g. what makes man human? How do we behave in groups? How do we learn? Why do we experience conflict and co-operation in social life?
The course will be based on any material that will illuminate these questions.

(f) Predominantly, the students are to learn information about *other societies and cultures* and compare it with their own.
The course will be based on comparative descriptions and data as available.

(g) Predominantly, the students are to learn *concepts* used in the social sciences, e.g. culture, division of labour, perception.
The course will be based on what social scientists currently see as the central concepts of the disciplines of anthropology, economics, political science, psychology and sociology in particular, though other disciplines may be considered in addition.

(h) Predominantly, the students are to learn *skills* used in social science investigation and theory building, e.g. data collection, data, analysis, evaluating evidence.
The course will be based on activities involving the use of these skills.

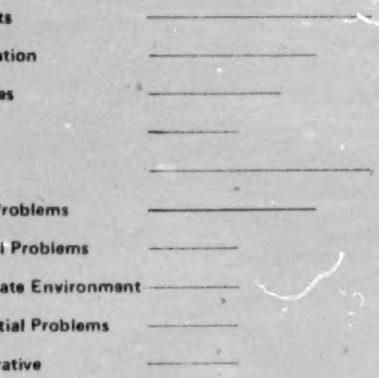
(i) Predominantly, the students are to learn *attitudes* associated with the social sciences, e.g. the suspension of moral judgements about other cultures, caution about 'common sense' views.
The course will be based on a selection of studies and findings in the social sciences that demonstrate these attitudes.

**nts**

t is not exhaustive, but it can serve as an
making decisions about intended learning
es.

ain value issues remain undecided, e.g.
information about the local environment
for various purposes. One might be to
and accommodate to the locality, whereas
might be to change it.

list can serve as a rudimentary course
r, establishing a profile in terms of the
ngs of various learning outcomes since a
ourse will rarely involve just one simple
e. The current G.C.E. 'A' level Sociology
oard) may often be seen to be taught to the
below. It is based on the subjective
ions of the writer, and the length of line
s my view of the weighting given, in
, to each feature.



profile suggests that the major emphasis
ncepts and nation (modern Britain) and the
emphasis is on personal problems and
tial problems. Students are also learning
bout social science findings than about how
social science, since the skills component

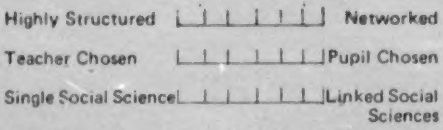
**Organisation of Content**

g appropriate learning outcomes is one
of planning the content, the organisation of
ntent is another. The choices here can be
ed as alternatives.

content can be organised in a highly
ed manner *or* in a freer ranging network
g for learner choices.

content can be organised on the basis of
choices of content *or* pupil choice of

content can be based on a single social-
*or* on the linking of material from several
ciences.



Each choice has implications for other choices so that some combination are unlikely, e.g. structured, teacher chosen, single social science based would appear to be a more likely combination than structured, pupil chosen, linked social sciences since 'structured' suggests that pupil choice would be very limited, if present at all.

These decisions about the organisation of the content may often be seen as independent of the choice of learning outcomes though some exceptions may be suggested, e.g. if the content is based heavily on personal interests and problems, then teacher choice, highly structured, single social science based would seem to be a less justifiable organisational approach since it fails to recognise the volatile, pupil-centred and wide ranging nature of the content.

**General Approaches to Deciding Content**

Given the complexity of the decisions to be made, there are a number of general approaches open.

(a) A teacher using the lists given above could make the set of decisions to persist for a whole course and produce a set syllabus.

(b) A teacher might decide to vary the emphasis so that the characteristics of a course would vary from year to year, or even term to term.

(c) A teacher might decide to start with a teacher directed course that gradually shifted emphasis to pupil choice.

(d) A teacher might decide to make the course pupil centred from the start and spend the first few weeks making the decisions about content with the students concerned.

**Implications for Methods of Teaching and Learning and Evaluation**

The decisions about content are not taken in isolation and they have consequences for methods of teaching and learning, e.g. the use of textbooks in a pupil chosen, networked content based on current pupil interests, might prove to be rather limited.

The implications for evaluation are perhaps more serious. The traditional externally set written examination is appropriate for a content based on information or concepts and highly structured in organisation but less appropriate for courses based on skills or social problems that are networked and pupil centred in organisation. Here continuous assessment and internally moderated approaches would seem to be more suitable.

## 3. A Case Study in Course Planning

A group of social science graduates, training to teach in secondary schools developed ideas for a five year course after an analysis of decision-making similar to that given above. It therefore usefully illustrates some of the issues raised earlier.

11 year old pupils)
**- Animal learning and its relation to**
**rning**
proaches:
**esis testing:** What animals do you think
rs of the class have?
to test the hypothesis
– e.g. histograms etc. to illustrate the
llected.
an different animals do/learn?
animals can do more and more varied

ent experiments – in groups,
rats ...........................
e learning Relate experiments to human
ditioning learning
hildren writing these up.
s on abilities of the animals looked at
– Von Frish on Bees.
man comes to talk on the training of
g.
a picture of simple to complex organisms
eir relative learning abilities.

**s:**
**ng outcomes:** Emphasis is to be on
interests (pets) and personal problems
, skills (data collection and analysis)
(systematic approaches).
**isation of content:** The organisation is to
ured, teacher chosen and based essentially
e social science – psychology.

**- Human Learning**
pproaches:
**of learning:** Language as vital for learning
ditioning
ght learning etc.
**of learning:**
iments in pairs and in groups:
rt versus whole learning (e.g. a poem)
assed versus distributed learning
ep
hematic learning, versus rote learning.
**s of learning:**
th
ildhood
ulthood
d Age
**ences on learning:**
estionnarie based
hool
me
ends
ss Media – survey on mass media, popular
rammes etc.

**ts:**
**ning outcomes:** Emphasis is on personal
s (learning) skills (experiments and
naries), attitudes (systematic approaches)
stential problems (how do humans learn?)
**nisation of content:** The organisation is to
ctured, teacher chosen and based on
ogy and sociology.

**Term 3 – Learning in other countries**

Use filmstrips, tapes, T.V., ('If I were you and you were me'), books, (Children of other Lands).

1. How learning is channelled by culture.
2. Cultures gone by – historical perspective.
3. Primitive and developed cultures (e.g. African, Chinese, European) – project work – each group taking a different country and each child studying different aspects of people's lives in other lands.

**Comments:**

(a) **Learning outcomes:** Emphasis is on existential problems (human learning), comparison with other countries (cultures past and present) and skills (collecting and presenting data.).

(b) **Organisation of content:** This is teacher chosen but allowing a network of pupil choices and based on sociology and anthropology.

**2nd Year Syllabus – Socialisation**

1. Brief revision of the previous year's work on learning. Introduction of socialisation by discussion of values, attitudes, norms etc.
   **Method**
   a) establishment of the existence of common attitudes, etc. via class discussion
   b) where to attitudes come from – lead in to agents of socialisation
   c) 'beans in jar' experiment to demonstrate the influence of a group on individual judgement. Socialisation as a process of inculcation of expectations.
2. How do we come to hold attitudes etc., and behave in certain ways? Cross-cultural study.
   **Method** e.g.
   Margaret Mead's or other anthropological studies of simple societies.
   Group study project going into considerable detail – research, collecting materials, selection – use of films and slides etc.
3. Agents of socialisation – discussed with considerable emphasis on cross-cultural studies.

| | **Method** |
|---|---|
| a) family | All these subjects would be examined in some depth – again with emphasis on enquiry, discussion and wide use of aids if possible. |
| b) neighbourhood | |
| c) school | |
| d) peer groups | |
| e) employment | |
| f) mass media | |

**Comments:**

(a) **Learning Outcomes:** emphasis is on concepts (peer groups, socialisation), skills (experiments and methods of enquiry) and the immediate environment (neighbourhood, family).

(b) **Organisation of content:** this is teacher chosen structured and based on sociology, social psychology and anthropology.

**3rd Year Syllabus – Economic and Political Structure**

**Economic Structure**

1. 'Making a living' – to be studies at the level of the individual and society as a whole.

**Method**

Visit(s) – structured by prior hand out on points to look for plus a report-back session.

Films and discussion.

**Buying and selling** – significance of the 'market' n socio-economic terms.

**Division of labour**

**Stratification**

1. Establish what the children's conception of stratification is
2. **Class** – link with previous study of the division of labour – groups with mutual/conflicting interests – occupational groups and distinctive life styles.

**Method**

Possible use of imaginative writing to establish the subjective impression of stratification

Group projects on occupational groups

**Status** – criteria for judging status – birth
wealth
merit
locality

**Power** a) establishment of the idea of different degrees of power

b) relationship between power and authority.

To be developed in context of **POLITICS** – via further development of the study of Trade Unions – other interest groups – political parties. Attempt to develop the idea of group interaction within a political structure.

**Method**

Development of the concept of hierarchy, e.g. from school situation – closer examination of trade unions, e.g. group projects on the historical development of individual unions, professional groups etc.

**mments:**

**Learning outcomes**: emphasis is on concepts and skills (e.g. observation).

**Organisation of content**: this is teacher chosen, structured and based on Economics, Politics and Sociology.

**n Year – Social Problems**

**rm I**

hool as microcosm of society
ucation system
ss communications
isure and work

Bureaucracy and Alienation.

**rm II**

**Sub-cultures**: youth culture, generation gap, delinquency, crime and punishment.

**Problems of Minority groups**: race, sex, aliens.

**Breakdown**: marriage and divorce, suicide.

**rm III**

ocus on other countries as well as Britain.

Population
Poverty
Pollution

**Comments:**

**Learning outcomes**: emphasis is on social problems and concepts.

**Organisation of content**: this is a teacher chosen, structured and based on material from all the social sciences.

**5th Year – World Issues**

**Term I**

3rd World: topics:–

peasantry – social organisation, tribe & caste
agriculture and industry
population
aid, trade, hunger, health
instability and social change (military dictatorships)

project:– comparison of any 2 countries.

**Term II**

**Ideologies:**

"democracy" – Britain, USA
"fascism" – Nazi Germany, Peron, Italy
"communism" – Russia, China, Yugoslavia
"comparative religions" – Christianity, Islam, Buddhism, Hinduism
Science, Humanism, Utilitarianism, and Existentialism

How ideology influences social, political and economic structures

**Term III**

**International:**

United Nations, peace and war, power blocs – Common Market, cod war, struggle for 3rd world

**Comments:**

**Learning outcomes**: emphasis is on social problems and concepts.

**Organisation of content**: this is teacher chosen, structured and based on material from all the social sciences.

This case study is open to a wide range of criticisms, but it is an interesting attempt to ring the changes in terms of the social sciences studied and the learning outcomes envisaged. The use of the topic of learning, animal and human, in the first year of the course is, I think, one of the most interesting features of the proposals.

**Conclusion**

There is clearly no right answer available for course planners and these notes are offered in the hope of clarifying what it is that courses are attempting, as well as what they are not. However, there are perhaps some less justifiable answers, e.g. where one type of learning outcome predominates throughout a course, whether it be exclusively social problems centred, or immediate environment centred or nation centred. The consequence may be a view that is biased by overemphasis, and by the exclusion of alternative perspectives.

## CHECK YOUR OWN COURSE

The checklist below introduces three other features in addition to these discussions above, i.e. student role, learning materials role and assessment.

1. **Learning outcomes:** *(Tick a maximum of Three)*
**Predominantly,** I want my students to learn:

) about their **nation,**
(e.g. how economy works, political system, mass media, migration patterns). a) ____________

) about **social problems**
(e.g. Housing, poverty, crime, population). b) ____________

) about their **personal interests and personal problems.**
(e.g. marriage; sexual relations, jobs, leisure, consumer studies). c) ____________

) about their **immediate environment.**
(e.g. the town, government, neighbourhood, school locality). d) ____________

) about **existential problems.**
(e.g. What makes man human? How do we learn? Who are they? Who am I?) e) ____________

) about **other cultures.**
(e.g. Bushmen, Eskimos, U.S.A., U.S.S.R.) f) ____________

) about **social science concepts.**
(e.g. role, conflict, culture, division of labour, perception, political power) g) ____________

) about **investigation skills.**
(e.g. data collection; data analysis, evaluating evidence) h) ____________

about **attitudes of the social sciences.**
(e.g. suspension of moral judgement, caution about 'common sense', the uncertainty principle.) i) ____________

about how to **relate harmoniously to society.**
(e.g. rights, responsibilities, democratic participation) j) ____________

) other ..........................................(specify)........................................... k) ____________

. **Content Organisation:**
The course is: (MARK WITH AN X)

Highly structured |___|___|___|___|___|___| Networked

Teacher chosen |___|___|___|___|___|___| Pupil Chosen

Single Social Science |___|___|___|___|___|___| Linked or Integrated Social Sciences.

. **Student Role.** *(Answer Yes or No)*

1. Are the students involved in deciding:

a) the content of the course? ____________

b) the learning and teaching methods? ____________

c) the assessments for the course? ____________

2. Do you identify student concerns through a regularised channel or device? ____________

3. Do students have choices within the programme? ____________

4. Do students recognise the teacher as a fellow inquirer? ____________

5. Do students learn how to learn so that they devise their own programme eventually? ____________

6. Are most of the decisions about the course made before you meet the students? ____________

4. **Learning materials role**: (TICK **THREE** MOST FREQUENTLY USED).

Do students learn **predominantly** from:

a) the teacher ____________

b) the textbook ____________

c) teacher produced handouts ____________

d) resource packs ____________

e) experiences in the community ____________

f) visual material chosen by teacher ____________

g) tape recorded material chosen by teacher ____________

h) games and simulations ____________

i) self directed activities ____________

j) other ................(specify)................................................ ____________

5. **Assessment** ANSWER YES OR NO

a) Do pupils write an assessment of the course? ____________

b) Do pupils assess their own learning? ____________

c) Are assessment methods chosen by the pupil? ____________

d) Is assessment used to diagnose what to study next? ____________

e) Is assessment decided by an examination board? (Mode I) ____________

f) Have you made a Mode II or Mode III submission to a board? ____________

N.B. This checklist is produced by Roland Meighan for the purpose of discussion only. It has not been validated in any way and no claims of validity or reliability are made for it.

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## EDITORIAL

At the risk of some chaos, the editorial policy of Social Science Teacher is becoming more open. Panels, groups of A.T.S.S. members, individuals, pairs, groups of student teachers, branches, as well as the existing teams of editors, are all invited to edit a future edition of the journal. The Publications Committee will monitor the offers, and also make nvitations to guest editors and guest editorial groups.

Each edition of Social Science Teacher usually consists of Editorial, News, Correspondence, Articles, Reviews, Resources Exchange, Briefings and Adverts. Editors of editions will be responsible for TWO of these items, the **Articles** and the **Editorial**. (Other items may be made available on request e.g. Reviews or Briefings.) The editorial can be between 200 and 900 words in length whilst the articles can be between 12,000 and 18,000 words in any combination of long and short contributions as required. Four articles of about 3,000 words is a common format.

Please write to the General Editors with your proposal, which initially may be quite brief — an offer, a theme or an idea.

The current issue on Gaming and Simulation, is perhaps, a useful example of what can be achieved.

R.M. F.R.

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# ATSS NEWS

**Compiled by Chris Brown**

### THE PRESIDENT

ATSS Presidents and Vice-Presidents are elected for a three-year period. In September of this year Philip Abrams completed his term of office during which he conferred greater authority on the Association than it previously had and has been able to give the Association vital assistance on several important issues. We shall continue to have the benefit of his experience and interest as he has offered to serve as a Vice-President.

He will be succeeded as President by Gerry Fowler.

Jean la Fontaine has accepted an invitation to serve for a further three years as a Vice-President and James Hemming, the psychologist, has also agreed to serve in this capacity. Prof. Philip Levy has regrettably had to relinquish his position.

### SCHOOLS COUNCIL

In July we circulated full details of the ATSS submission for a 13 – 16 Curriculum Development Project to all members. At this time therefore, it is more important than ever that we are strongly represented at Schools Council. On July 10th Council elected Roger Gomm to be the ATSS representative on the Schools Council Social Sciences Committee. Roger teaches at Stevenage College of Further Education and has been a member of the Executive since April 1975. Several other ATSS members serve on the Committee in various capacities and the Vice-Chairman of the Committee is the ATSS Chairman, Keith Poulter.

### YOUNG VOLUNTEER WORK

The National Working Party of Young Volunteer Organisers has published a paper entitled Young Volunteer Work – Philosophy, Practice and Needs. The purpose of this document is to increase understanding of the concept of community involvement by young people and to focus attention upon the resources needed to ensure the effectiveness of the work. The document is the first attempt by those working in the young volunteer field to define their work – both its philosophy and practice. It is hoped that it will stimulate debate amongst all those working with young people and will lead to increased recognition of and resources for the particular contribution of the young volunteer field to the social education of young people. Copies can be obtained from Young Volunteer Resources Unit, National Youth Bureau, 17/23 Albion Street, Leicester LE1 6GD.

### PUBLIC ADMINISTRATION TEACHER

A newsletter entitled The Public Administration Teacher is now being published by the Public Administration Committee of the Joint University Council for Social and Public Administration in collaboration with The Politics Association. The editorial in the first issue expresses the "hope that it will become a source of useful information, especially to the many teachers of the subject working often in not so splendid isolation in small colleges, as well as those in polytechnics and universities." Copies can be obtained from The Editor, Dr. Derek Gregory, Public Administration Section, Teesside Polytechnic, Middlesborough, Cleveland TS1 3BA.

### ATSS BRANCHES

The July Council recognised four new branches – Sussex, North Midlands, NE London and West London and all these new branches have programmes under way. Merseyside will be applying for branch status in November and inaugural meetings have been arranged for October in Kent and Lancashire. Groups have now been established in South Wales and Scotland and other areas where groups are being established are Central and SE London, Wessex and Surrey; it is also hoped to revive the Cleveland branch shortly.

### ADVISORY PANELS

While branches provide members with a chance to meet regularly and co-operate, the advisory panels are designed to produce centralised support in the form of materials, expertise and advice. Following the July Council, six panels are now operating – Teacher Education, Social Studies, Sociology, Anthropology, Environmental Education and Politics. Keith Poulter writes on the Politics Panel below.

Members are still wanted for the Economics, Psychology and Social Work panels, all of which we hope will meet for the first time this term. We are particularly keen to recruit one or two Commerce specialists for the Economics panel. The Psychology panel will include an interest in the many child care and child development courses now sprouting in schools while the Social Work panel will focus mainly on social work and social service courses in colleges of further education. Those interested are invited to contact the Panels Liaison Officer, Chris Farley, 32 Ladysmith Avenue, London E6 3AR.

## ECONOMICS PROJECT

The Economics Association has announced the setting up of a project on Economics Education 14-16 at the University of Hull. It is funded by the Esmee Fairbairn Charitable Trust and is concerned to provide a sound research basis for a later curriculum development project in Economics for the 14-16 age range.

It's objectives are:

(a) to determine the current extend of, and trends in, the teaching of Economics, Commerce and economic elements within Social Studies or other courses, between the ages of 14 to 16, whether for an examination or not, within England and Wales;
(b) to carry out a survey of the international literature and ongoing research relating to the above;
(c) to conduct sample surveys of economics teachers engaged in teaching the above range, to establish
    (i) their qualifications and backgrounds
    (ii) the resources they use and what their needs are;
(d) to conduct sample surveys of pupils, aged 14-16, to determine
    (i) the extent of their economic literacy,
    (ii) their perceptions of, and attitudes to, economics;
(e) to gather opinions of various interest groups that have a view on teaching economics in schools to the above age range (e.g. employers, trade unions, political and consumer organisations).

Further details are available from the Project Director, Brian Holley, University of Hull, 21 Salmon Grove, Hull HU6 7SX.

## AMERICAN STUDIES

ALE Bulletin No. 102 reports the issue of a new exam syllabus by AEB under the title of American Studies at Ordinary (Alternative) Level. The main objective of the syllabus is to increase understanding of the United States today, its internal circumstances, its external relationships, and its position in the world.

Although some historical, geographical, economic background may be necessary to understanding, the syllabus is not intended to consist of separate historical, literary, geographical, sociological sections. Instead, an outline knowledge of some aspects of history, for example, will help the student to understand the current situation, whilst a reading of American novels and plays may bring to life situations and developments that seem arid in factual explanation. The approach is therefore interdisciplinary, with geography throwing light on economics, perhaps, in one part of the syllabus, and history on cultural phenomena and developments elsewhere.

The assessment is in three parts, which reflect the balance of the syllabus. The written examination will test understanding and the ability to see and discuss relationships between ideas and events or between the U.S.A. and other countries. The main emphasis will not be on factual recall. The multiple-choice paper will test basic knowledge of the breadth of the syllabus in outline, this knowledge being regarded as a necessary preliminary to understanding rather than as an end in itself. The special topic will enable centres to study some aspect of American studies in greater depth.

In selecting their special topic teachers will often find that material obtained from the U.S.A. would be very useful to them, and the Board hopes to pair schools and colleges in Britain with their counterparts in America so that information can be exchanged. For instance, if a school in Dagenham wishes to make a special study of Ford's, we should try to put them in touch with a school in Detroit for this purpose, whilst the choice of police work in a large city might lead to a link with a school or college in Chicago or San Francisco. If cereal growing were the choice, then a school in Iowa or Kansas would be able to help.

The Board plans to publish a list of source-material for the teaching of American Studies and to state where these materials may be obtained. A resources-centre will probably be set up in London or in another convenient centre so that teachers may see these materials. Regional advisers with specialist knowledge and qualifications will also be available to help in the preparation of students.

Copies of the syllabus may be obtained from H.G. Earnshaw, Senior Assistant Secretary, The Associated Examining Board for the General Certificate of Education, Wellington House, Aldershot, Hampshire GU11 1BQ.

## MALADJUSTED CHILDREN

The Journal of the Association of Workers for Maladjusted Children is published twice a year at an annual subscription of £1.70. The Association is characterised by a multi-disciplinary approach to maladjustment and emotional disturbance and the papers in the journal are balanced and unpretentious. Vol. 3, No. 1 includes a report by Ronald Davie of a conference on Deprivation, Disturbance and Intervention while the current issue includes several articles on one-parent families. Enquiries to Alan Fox, Longview, Lodge Road, Caerleon, Newport, Gwent NP6 1QS.

## ANTHROPOLOGY RESOURCE GUIDE

The RAI Teachers' Resource Guide is intended for teachers in schools and colleges of further education, and for lecturers in colleges of education, who are using or would like to use anthropological materials or perspectives in their teaching. It is a revised, updated and expanded version of the Teachers' Resources Folder which was first published three years ago.

The contents include an introduction to the discipline of social anthropology; details of a selection of courses in British schools and colleges of further education which contain anthropological components; a section on school examinations in anthropology; critical reviews of some of the major teaching programmes in humanities/social studies; the catalogue of films in the RAI Film Library; a guide to the distributors of audio-visual aids; details of museum ethnographic and archaeological collections; and a comprehensive bibliography.

The Guide is comb-bound for easy insertion of additional relevant material. The RAI will send every purchaser annually, at no extra cost, an updating sheet which can be inserted into the Guide.

The Teachers' Resource Guide is available from the Royal Anthropological Institute, 36 Craven Street, London WC2N 5NG, price £1.30 to personal callers, or £1.50 including postage.

## ASSOCIATION FOR LIBERAL EDUCATION

At the July Council, Martin Garrett of Bath Technical College was elected ATSS representative on the Council of The Association for Liberal Studies. At the same meeting the ALE's new representative on our Council, Ms Diane Brace, Head of General Studies at S.E. Derbyshire College, made her first appearance. John Russell's account of the current position regarding Liberal Studies appears below.

## "IDEAS EXCHANGE"

It is hoped to include a new section in future issues of The Social Science Teacher — so far known as the "ideas exchange", though we hope to find a better title. This will take the form of fifteen or so ideas, which members have tried out in the classroom, written up briefly (about 200 words each). Approaching one hundred ideas might thus be written up every year. Like the Resources Exchange, this section of the journal will only happen if you make it happen. So how about writing up an idea you have tried, including details of appropriate age group etc. and some indication of its success or otherwise. Ideas and enquiries to Keith Poulter, 74 Cherry Tree Rise, Buckhurst Hill, Essex. Tel: 01-504 0804.

## DIARY DATES

Oct

2 Sussex ATSS. Meeting on Curriculum Development. Speakers include David Bolam and Colin Lacey. Crawley Teachers Centre. 10.30.

2 W. Midlands ATSS. 'How We Teach It' Social Studies workshops. University of Birmingham School of Education. 10.00.

Oct

9 Scottish ATSS. Workshop on curriculum development in Sociology and Social Studies Moray House College of Education, Edinburgh 9.30.

14 East Anglia ATSS. CSE Social Studies Mod III. Norwich Teacher's Centre. 7.15.

23 Association for Religious Education R.E Syllabus Guidelines: agreed and non-agreed Carrs Lane Church Centre, Birmingham 10.30.

29 Association for the Teaching of Psychology AGM. Speaker — Brian Foss, Prof. o Psychology at Bedford College. 'Lamb an Flag', 24 James' Street, London W1. 5.45.

Nov

6 W. Midlands ATSS. Social Science Trails University of Birmingham School o Education, 10.00.

11 Invalid Children's Aid Association. Integration The Special Education Issue. Imperial College S. Kensington, London SW7. Details from Mrs. H. Price, 95 Vista Way, Kenton, Harrow Middlesex.

17 Sussex ATSS. Tony Marks, Chief Examiner AEB A-level Sociology. Brighton Teacher' Centre. 7.00.

Dec

1 Essex ATSS. 6th Form Conference o Deviance with Stan Cohen, Prof. of Sociology at the University of Essex. S.E. Essex Sixth Form College, South Benfleet.

4 W. Midlands ATSS. RE and Social Science University of Birmingham School of Education 10.00.

Jan

3/8 Management and Organisation of Sociology Studies in FE. FE Staff College, Coomb Lodge, Blagdon, Avon. Further details from the College.

Feb

26 W. Midlands Politics and Economics Associations. Curriculum Projects in Economics an Politics. University of Birmingham School of Education.

Mar

26 W. Midlands ATSS. Socialisation. University of Birmingham School of Education. 10.00.

28/Apr 1 British Sociological Association. Annual Conference. Power and The State. University of Sheffield. Details from BSA, 13 Endsleigh Street, WC1 0DJ.

12/16 ATSS Easter Course. Social Studies and Humanities in the Middle and Secondary School. Loughborough College of Education.

May

14 W. Midlands ATSS. Social Science an Humanities. University of Birmingham School of Education. 10.00.

### ECONOMICS. VOL. XIII, PARTS 1 AND 2. NOS. 53 AND 54.

Vol. XII, Part 1 is a 'Scottish' edition and includes an article on The Scottish Central Borders; an area in decline. Another article is particularly relevant to this issue of The Social Science Teacher. It is entitled The Use of Computer Games in Education; A Critique, and it is, by Malcolm Rutherford. Although in practice it is a critique of games in economics most of the points are generalisable. The article cautions that "there is very little in the way of hard data on the effectiveness of games and simulations compared with other techniques, and, in addition, a lack of clarity over the more fundamental questions of what and how games teach and how they should be used." However, although the article offers food for thought, it does not clearly consider the possible objectives of using games and it seems to assume that enjoyment and motivation are both opposed to, and lesser than, learning goals.

Vol. XII, Part 2 is the Summer 1976 edition and with surely uncanny timing it includes an article entitled The Economics of Water Supply and Demand! The use of television in economics education is another feature of this issue but the most interesting article is by Philip Negus, a member of the committee of the new North Midlands branch of ATSS. The article describes an individualised learning scheme for A-level Economics at Arnold & Carlton CFE, Nottingham.

The problems which the author found with the scheme were the difficulties which students experienced in measuring their progress and work rates, the lack of security of more group-centred learning and the lack of experience of group discussion. On the other hand, the individual capacities of students showed themselves in widely varying rates of progress through the course units and students both read more books and wrote more essays than in previous years. The author regards the biggest success as the tutorials — "Strong students were encouraged to think more deeply about the work whilst weak students could be helped to at least a minimum level of understanding."

This issue of Economics also contains a full list of local education authority advisers for economics and as most of these are also concerned generally with social science and social studies it could be of use to many teachers outside economics. Economics is available from The General Secretary, Economics Association, Room 340, Hamilton House, Mabledon Place, London WC1H 9BH. No price is given.

### MOST. NO. 11. MAY 1976.

MOST is the Journal of The Modern Studies Association in Scotland. This issue focusses on Scotland Now and includes a series of articles on the political future of Scottish industry. Some useful source material here for politics, economics and geography. An article called Young Consumers by Alma Williams is a practical guide to consumer education in schools and gives an excellent indication of resources available. MOST is availab
from Mr. W. Jamieson, 46 Randolph Road, Stirlin
Scotland. Price 75p.

### AREA. VOL. 8. 1976.

From the evidence of this issue of the Bulletin
the Association of Religious Education, RE teachi
is experiencing a major crisis. Should it be op
and comparative as befits a modern plurali
society? Or should it remain true to Christi
confession and authority as a means of givi
children some source of certainty? A critical b
tortured review of New Movements in Religio
Education by Ninian Smart and Donald Hord
concludes thus — " . . . in religious educati
pluralism without 'the scandal of particularity' c
soon become confusion. At this time we have eve
reason to remind ourselves that there is still 'no
other name given under heaven among men'." Th
reactionary tone is maintained, predictably, in
comment on the British Humanist Associatio
proposals to reform religious education; the arti
is critical of the application of open-ended a
child-centred teaching in RE.

On the other hand, an article entitled A Pla
Man's Guide to R.E. by Arthur Poulton, takes
opposite view, specifically arguing for child-centr
and open-ended approaches. He sums up t
proper approach of the RE teacher to students
"This is my belief. It carries with it certain imp
cations, and clearly rules out others. It shares so
convictions with, say, Jews and many humanis
while refusing to resolve the resultant difficulties
the way that Buddhism on one side or Weste
materialism on the other may be free to resol
them. It therefore offers no easy answers to
life's questions, but it does accept all the data
life and makes senses of them in its own wa
Whether you accept it or not, the quest for meani
is yours; I can only provide some training
method, and such information from my o
experience of life as you are equipped to accept

Several ATSS branches seem to have include
discussion of RE and social science in their fort
coming programmes; the outcomes will
interesting. AREA is available from The Treasur
AREA, 1 Welford Road, New Oscott, Sutt
Coldfield, West Midlands B73 5DP. Price £1.

### TEACHING POLITICS. VOL. 5. NO. 2. MAY 197

This edition includes several articles of even high
quality than usual. I found particularly interesti
The Politics of Political Education in West Germa
by Kurt Sontheimer and Democracy: A Problem f
the Educator by J.M. Tarrant. But most relevant
this issue of The Social Science Teacher is anoth
article on Simulations by Philip Leng and Cl
Thomas. Basically it describes a game developed
two Somerset schools called 'Government a
Opposition' which seems to have been enjoyed
students. I hear that a similar game has be
developed in Whitehall but it is not clear wheth
anyone enjoys it. Teaching Politics is available fro
Sage Publications, 44 Hatton Garden, Lond
EC1N 8ER.

## KEITH POULTER, CHAIRMAN OF THE ATSS POLITICS PANEL, writes:—

The ATSS Politics Advisory Panel met for the first time on June 26th. Our intention is that the Association should devote an increasing amount of attention to the teaching of politics, both as a separate study and as part of wider courses. The panel has agreed a programme of activity which will include:— an analysis of existing syllabuses, examination papers, etc. with a view where necessary to bringing about change; the production of a series of booklets on the teaching of politics; publishing resource guides; collating items for the Resources Exchange; and producing an issue of The Social Science Teacher devoted to politics teaching.

We hope to involve as many members as possible in the above activities and would like to hear from anyone interested in participating. For example, if you would like to comment on a particular syllabus, write a review of a new book or contribute to the resources exchange. We are particularly keen to recruit to the panel a primary teacher interested in political education.

Items for the Resources Exchange should be sent to Edna Wright, 82 The Drive, Shoreham, Sussex. Tel: 07917 4307. All other correspondence to Janette Flaherty, 82 Dunbar Road, London N22. Tel: 01-888 3839. Members of the panel are:—

| | |
|---|---|
| Jo Cleary | ex-London Institute student |
| Janette Flaherty | Aylward School, Edmonton (secretary) |
| Stephanie Garrett | Southgate School, Cockfosters |
| Clive Harber | Brune Park School, Hants. |
| Mike McGuinness | Kirby CFE, Middlesborough |
| Keith Poulter | Loughton CFE, Essex (Chairman) |
| Richard Upright | Kirby CFE, Middlesborough |
| Adrian Wilson | Uxbridge Technical College |
| Edna Wright | Uplands School, Brighton |

## LIBERAL STUDIES. JOHN RUSSELL, FE STAFF COLLEGE, COOMBE LODGE, writes:—

Liberal or General Studies as a component of part-time courses in Further Education looks like being in for a hard time. From the issue of the historic Circular 323 from the Ministry of Education in 1957 until now they have been regarded as a more or less compulsory element of such courses. The objectives and content for such time allocations have frequently been areas of conflict between the staff appointed to teach liberal studies and the teachers of the more directly vocational elements. Recruiting policies and ineffective management of communications have both contributed in many colleges to a sniping warfare between hostile groups.

In the last few years the Inspectorate have asserted that the objectives of general studies could be achieved by integrating them, for teaching purposes, with the technical or industrial studies. This is in part true. If one is talking of general personality objectives such as 'adaptability, curiosity, self confidence, independence of thought' (Technician Education Council: Circular 3/75) then these can only be achieved through the whole programme of study and not in 'minority time'. But if we add (TEC Circular 3/75) "The student should gain a better understanding of himself and his environment and of the wider community in which he lives . . . (and should be encouraged) . . . to seek a continuous personal development by associations both within and outside the college environment" it becomes a little difficult to see how this can be integrated to a teaching of Kirchhoffs Laws or the casting of non-ferrous material.

Recently the City and Guilds Policy Committee has been extremely ambivalent about the whole matter and has dissolved its General Studies Advisory Committee. The first policy statement of the Business Education Council has said clearly that no special time allocation is necessary and the Technician Education Council approved over 300 schemes before its advisory committee had met. All in all it doesn't look promising; for as the axe falls the hostilities within the college will break out into open warfare when those hostile to general studies preceive a lack of support from the external bodies. What is left is the power that individuals have, such as it is, on the Academic Board. Indeed much of the weakness of the present validating/examining bodies is that they have to recognise that is increasingly where the authority lies. As new college teaching schemes and curricula come before Academic Board or collegial committees then we must ask hard questions about where and how objectives such as those required by TEC (already cited) will be met. But such questioning can only be carried out effectively if the questioners are prepared to co-operate within these schemes and avoid as much negative hostility as possible. In addition all possible 'political' and 'union channels' should be used to ensure as broad and as liberal an education as is possible for these part-time students.

I am preparing a fuller report of the C & GLI situation which will be available through the executive committee.

## THE SOCIOLOGY PANEL. PAUL COOPER writes:—

One of the most important unplanned changes in secondary and further education over the last decade has been the explosion of sociology as a GCE subject at both 'O' and 'A' level. For example, this year, 33,000 candidates entered for the 'O' level examination set by AEB alone. Further, the days when 'A' level sociology merely required a student to learn Cotgrove's text have gone — five of the GCE boards currently or are shortly to offer sociology examinations at 'A' level and the different syllabuses emphasise varied aspects of and approaches to sociology.

The growth and proliferation of sociology has not, to put it mildly, been universally welcomed.

Both the subject and very often the teacher have been attacked on intellectual and political grounds, and it is probably not surprising that in the early days the mandarins of the examining world opted for a safe functionalist approach. But now, sociology teachers are told, at conferences and in ATSS publications, that functionalism is undesirable and we keep hearing various strange polysyllabic words which are supposed to provide the key to sociology, if not the mystery of life itself. At this point the weary and lazy teachers give up and make all their students learn the textbooks of Seargeant of Wilkins off by heart. The enthusiastic and ambitious teachers attend yet more conferences and read enlightening-sounding books with titles like 'New Directions in Sociological Theory'. Of this latter group of teachers I suspect that about 49% get frightened and rush back to the security of textbooks such as Worsley and Hurd; about 49% tentatively throw a few minutes discussion of the new approaches at the end of the course; perhaps 2% teach an intellectually challenging and exciting course based on the several different perspectives of sociology.

In short, many sociology teachers in secondary and further education are extremely uncertain as to what they are supposed to be doing. Experienced teachers are unsure because their own academic studies of sociology probably stopped with Parsons; younger teachers are lacking in confidence because they do not know what is required by the syllabuses and examinations. There are many sociology teachers, of course, with no academic training in sociology at all – very often, especially in schools, the religious studies or history teacher teaches a sociology course. There is nothing necessarily harmful in this, but obviously the problems and difficulties faced by such a teacher are especially acute.

This widespread crisis of confidence in the world of sociology teaching manifests itself in many practical ways. To take a few examples from 'A' level – many teachers, especially those involved with one year courses, worry about what parts of the syllabus to leave out and how long to spend on particular areas. One common answer to these two problems is for the teacher to churn out his old university notes. To provide a further semblance of intellectual security most teachers compartmentalise their subject matter very rigidly – few students, for example, can transfer information and ideas from their study of the family to that on work. In the AEB 'A' level course the project was hailed as a major innovation, yet only 1% of candidates actually write an account of their project in the exam.

The problems are probably more acute, if less discussed, at 'O' level. Does one try and teach a sociological perspective or merely social studies? What books should the 'O' level student read? What are examiners looking for? Should the students be encouraged to draw upon their personal experiences? How much should historical and comparative examples be introduced? As at 'A' level, what areas of the syllabus should the teacher leave out and what should he concentrate on?

There are perhaps two fundamental probler
that the sociology teacher faces. Firstly, wh
'counts' as valid sociology? This raises a fascinati
plethora of questions, but the most immedia
practical one facing the teacher is how does he fi
out what is and what is not acceptable. Secondl
there is the ever present danger of sociolo
turning into yet another examination subje
rapidly learned and as quickly forgotten, a
having no lasting impact on the way the stude
sees the world. The possibility that as the teach
increasingly solves the first problem the exa
syndrome becomes totally dominant must
carefully guarded against.

It is important therefore that as much deba
and discussion as possible takes place betwe
sociology teachers, many of whom are geograph
ally and institutionally isolated. So far this has n
happened. ATSS representatives on G
examination committees are constantly complaini
that they receive few, if any, ideas from membe
How many sociology textbooks or resources us
by teachers are actually written or produced
teachers? How many articles in Social Scien
Teacher or publications of the ATSS are written
the classroom teacher who actually has to tea
sociology? Not surprisingly, what little discussi
of sociology in schools and colleges there is oft
seems far removed from what actually happens
the classroom.

The recently established Sociology Panel
the ATSS sees one of its main functions
encouraging teachers of sociology to share the
experiences and knowledge, their difficulties a
problems. The Panel is particularly keen to publi
articles, papers and monographs on any aspect
sociology which would be of direct value
teachers of 'O' and/or 'A' level e.g. resources guide
practical ideas for teaching, accounts of projec
and fieldwork, discussions of the problems of t
sociology teacher, refresher papers on new develo
ments in the different branches of sociology. It
often appears that most of Britain's sociolo
teachers are struggling alone – if we could on
pool some of our ideas the quality of our teachi
can only improve.

The panel has a wide brief which includ
organising conferences and feeding ideas a
information to the various ATSS representativ
on examination committees. We can only functio
successfully, however, if we know what sociolo
teachers want, so we would like *your* ideas a
thoughts on sociology at 'O' and 'A' level (or CE
'N', 'F' etc. etc.), the syllabusses and examination
and the actual problems of teaching sociology.

Please send any comments, views, ideas f
articles, papers etc. to:

Paul Cooper,
15, Meyrick Road,
Havant, Hants.,
PO9 1NN.
Tel: Havant (070 12) 75925.

## CORRESPONDENCE

Dear Editors,

**Review of THE LIVING LAW**

I have just seen the Review carried in the last issue of your journal of THE LIVING LAW which I wrote, and which is published by Clearway Publishing in the Britain Today series.

That review accuses me of an "extraordinarily naive consensus view of Society" and seems to be written by a person (un-named) who has formed an overall hostile political judgement of my stance as author.

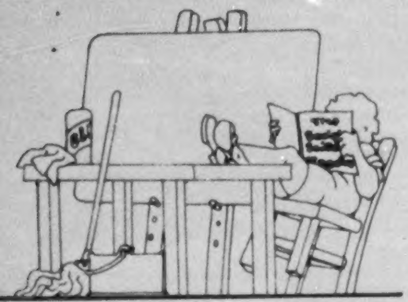
This, in turn, might have something to do with the unnerving error of fact with which the review starts when it says "this short book, *by the ex-President of the Law Society*, and written in collaboration with that august body contains few surprises". How wrong can you get?

In fact, I was one of the three founders and first chairman of the LEGAL ACTION GROUP, which some of your readers may know to be the bane, rather than the Thane, of the Legal Establishment.

It is depressing when one's small but conscientious efforts receive such scant attention from a critical reviewer. My book has many inadequacies — including that of naivety in certain respects — but it is still the only book in this Country written specifically for the "non-achievers" in our schools, in the passionate belief that no democratic system can survive under a flood of law unless all of those affected are given some real opportunity to understand the basic framework and concepts of that system.

Yours sincerely,

ANDREW PHILLIPS



# ARTICLES

## IMULATION AND THE TEACHING OF OCIOLOGY

**y Anthony Russell, North Worcestershire College**

hen one looks through directories of simulations iven in such books as Tansley[1] or Taylor and alford[2] one is immediately struck by the fact hat there seems to be certain subjects where mulation has been quite widely developed, eography and history for example – and others hich seem to have largely neglected the technique, ociology being one. The reasons for its neglect by eachers of sociology could be many:

a) The subject has alternative techniques which achieve the same objectives equally effectively.
b) The technique is of limited use for sociology.
c) The subject has only comparatively recently established itself in the curriculum of schools and colleges and therefore needs to use traditional methods to confirm its academic respectability.
d) Teachers of sociology have failed to realise the potential of the technique.
e) Simulation is widely used but little has been published.

ome of these explanations will be explored in his paper.

It might be argued that simulation has been sed widely in social studies and this raised a very undamental question – what do we mean by ociology. Much of the sociology taught in schools p to 'O' level is really social studies and few 'A' evel examinations require theory. If one takes a trict definition of sociology, as opposed to social tudies, and defines it as a discipline which is nalytical and theoretical then it is fair to say that here is not a great deal of material at present vailable commercially for the teaching of sociology or is there much research on its use. However, this s not to say that, per se, it is an unsuitable tech-ique for the subject. I propose first to look at the laims made for simulation in order to see whether they are also potentially true for the teaching of sociology and I will then consider areas in which development could take place.

Up to this point the term 'simulation' has been used without specifying its exact meaning. To avoid misunderstanding it is appropriate to define several of the terms as they are used throughout this paper and for convenience I have taken the definitions given by Garvey[3].

Simulation:

> is the all inclusive term which contains those activities which produce artificial environments or which provide artificial experiences for the participants in the activity.

Role playing:

> The act of "being someone else"
>
> The act of acquiring experience in a set of activities in which the actor seeks to acquire or increase his competence. The role assumed in role playing is one in which the actor portrays either a ficticious role or an actual role, but performs that role in an artificial environment.

In-tray exercises:

> Situations in which the actor is presented with problems or decisions which have to be made within the role he is playing.

Socio-drama:

> This is the use of role playing as a means of enabling the role players to seek a solution to a social problem which is posed for them. The problem may be one extracted from the real world or it may be one designed to present a selected situation for solution.

Gaming:

> Gaming is the addition to the technique of socio-drama of an element which demands the development and choice of strategies (or decision making) and some type of pay-off-rewards or deprivations dictated by chance or the choice of strategies. The decisions and the rewards are subjected to the strictures of rules known to all players. Thus gaming involves the making of decisions in situations which depict conflict.

The advantages and disadvantages of simulation have been suggested in several books (for example Tansley and Unwin[4], Taylor and Walford[2]) but these have not been considered in relation to any specific subject or discipline. It could be found that the advantages claimed for the teaching of one subject proved to be disadvantages for another. In order to consider this I would first propose to summarise some of these advantages and then examine briefly how true they might be for the teaching of sociology.

Taylor and Walford group the advantages of simulation under two main headings, Motivational Advantages and Gains related to Relevance and Learning.

**otivational Advantages**

) Increased interest and excitement in learning. Increased student motivation stemming from heightened interest in the teaching and learning process is a commonly reported phenomenon following simulation exercises. Without doubt, this is the clearest and least disputed gain attached to simulation in the classroom, despite the difficulties of measuring it.

) The divorce from "conventional wisdom". Simulation presents teachers and students with novel situations which cannot be solved by 'cook book' knowledge. Even when a student has had some experience of simulation techniques, there is little likelihood that there can be conscious transfer of strategic ideas. Consequently a level of freshness and novelty is generally maintained.

) Removal of student-teacher polarization. Personal tensions and even antagonisms in the teaching situation are likely to be reduced in a situation where few direct judgements on students are required as most simulations are self monitoring. The teacher's role may be as interpreter of the simulation or even as guide, but he does not have to pose as expert or judge.

) Simulation as a universal behaviour mode. Games are a normal part of the behaviour of people — both children and adults. Therefore simulation, which is in this tradition, has an appeal to all ages.

**ains Related to Relevance and Learning**

) Learning at diverse levels. Not a great deal of vigorously conducted research has been carried out on the gains of simulations (see Schild 1971). None of the validation studies completed in this area suggest that simulations are any worse than other techniques in teaching factual material, although the time taken to develop a scheme may be longer than other approaches. In relation to other skills (analysis, synthesis interpretation etc.) the evidence varies and is inconclusive.

) Decision making experience. As the participant thinks for himself about the decisions he may take during the simulation, he also comes to understand the impact and consequence of his own and others actions. Almost every element or component in the decision making process can be introduced. In these respects simulation is potentially a very flexible framework in which to practise decision making and observe it at work.

) Role Awareness Some users of simulation would claim that an important pay-off was that of increasing role awareness. However, as Clayton and Rosenbloom[6] point out, the empathy involved in role play may be incompatible with trying to understand the strategic process in which the behaviour was taking place.

(d) An Interdisciplinary View Simulation has particular advantages to offer in the way in which it can present an integrated or synoptic view. If problems are under scrutiny in the simulation, they cannot stop short at disciplinary boundaries, there have to be total approaches to the problems.

(e) The Dynamic Framework Simulation is one of the few classroom techniques which comes to grips with time, be it past, present or future. A large number of time perspectives are possible within a single simulation and the greater the compression of time, the sooner the participants are forced to continually acknowledge the dynamics of change.

(f) Bridging the Gap to Reality For many students classrooms and colleges seem divorced from the 'real world' in which they are anxious to live. Simulation, with its concrete approach to situations, may well be a major tool in an attempt to bridge the gap between these two contexts. However, the bridge to reality can be destroyed either if the model itself is a false one, or if there is insufficient attention in linking the simulation experience with the reality on which it is based.

**Sociology and the claims of simulation**

If one examines the claims made by Taylor and Walford under the general heading of Motivational Advantages, then clearly all of them would be potentially claims that could be made for the use of simulation in the teaching of sociology. However, it is necessary to be more cautious when examining these claims listed under 'Relevance to Learning'. It is proposed to consider these in more detail.

(a) Learning at diverse levels — would seem to be applicable.

(b) Decision making experience — This is the first danger. If sociology is defined as being theoretical and analytical then there is a danger that the use of simulation will centre not on sociology but on social policy (e.g. the packs by Shelter) and then the subject may be seen as descriptive and prescriptive.

(c) Role awareness — There is a great potential for using role play in the teaching of sociology, as I suggest later, but this aspect also has its own very real dangers. If one tries to use role playing techniques in connection with the teaching of Role theory, for example, there is a strong possibility that it will tend to be used to illustrate one approach — structural functionalism — with its emphasis on roles being given and as non-negotiable. This is not to say that the technique cannot embrace other perspectives on roles such as the interactionist approach but it is much easier to develop material for the functionalist perspective.

i) Interdisciplinary View — not applicable in this context.

) The Dynamic Framework — The simplification of compressing time is one which is tempting to follow as it may produce clear illustrations of change which is a central theme in sociology. However, such clarity must be balanced against any distortion of theory which results from this simplification and compression. In Starpower, for example, "societial change" does take place over a comparatively short period but the organiser has to be careful not to interpret this change as enivitable or predictable.

) Bridging the Gap to Reality — Again a potential benefit for the teaching of sociology but Taylor and Walfords own reservations could be very real for sociology. There are great dangers of false models and over-functionalist interpretations.

Inspite of these reservations, it would still seem me that simulation has some potential for the aching of sociology but not perhaps as great as r subjects such as history or geography. The umber of commercially produced simulations ailable for the teaching of the subject is very nall, (see list at the end of this paper) but the chnique can be used in a very wide context and aterial produced cheaply once some of the under- ing principles have been understood. It is oposed to examine some of the basic types of mulations and suggest potential areas for their use.

### ole Playing

This involves the assignment to participants of les which they play out in a given situation. It comparatively simple to set up as it only involves e production of role descriptions for each of the articipants and details of the situation in which ey will interact. For example, Don Cartridge of . Pauls College, Cheltenham has a series of tuations to explore the interaction in nuclear and tended (immigrant) families. In each case there is ideal type family structure and each is presented ith similar problems. It enables the students to amine the different authority structures and ecision making processes in each family type. bviously, such a simulation has to be used as a -inforcement of a course that has already been ught and for this purpose it is a very useful chnique provided the "bridge to reality" is aintained in a strict fashion. Role playing can get ut of hand and result more in a therapy session r the actors than a re-capitulation of a course.

The technique is very flexible and it is possible envisage its use in other areas of sociology:

e.g. Social differentation — looking at caste systems, social class encounters/differences.
Peer group culture
Teacher-pupil interaction
Socialisation

In addition, if role playing is combined with In-tray techniques or simulation based on 'model' institutions such as that by J.W. Taylor[8] it is possible to use it for the exploration of organisation theory:

e.g. Exchange theory
Official and Unofficial 'careers'
The 'Hidden Curriculum'
Negotiation and bargaining
Defining the situation
Differentation in Schools

This type of simulation is attractive because it is comparatively inexpensive to produce although it may take a great deal of time to develop. It can be easily modified in use and doesn't require major pieces of equipment or special rooms. However, its very simplicity brings with it the danger of producing false models. These "work" in the sense that they interest the students and provoke discussion but they may lead to a distorted view of the sociological insights they are meant to illustrate.

### Games

It is fair to say that most of the games that are available have been developed in areas other than sociology. There is quite a long list available for history and geography where it is possible to introduce a competitive element. In many of these games the competitive element is there merely to add interest and excitement to the game. It doesn't always offer a true parallel with reality. In Railway Pioneers[9], for example, the participants race to build railways across the U.S.A. Progress is decided by throwing dice. This puts too much emphasis on chance and not enough on decision making — even though some decision making is involved.

It is hard to see how such games can serve sociology — though they could be adopted for social psychology or the Sociology of Education or the Sociology of Work etc. Sociology is very concerned with conflict, which may be associated with competition but sociological explanations would look to social structure, power, ideologies etc., rather than chance.

However, having said this, I may be being too pessimistic. There is one classic game which involves competition, conflict and ideologies and this can be used in a very relevant and powerful way to illustrate stratification at different levels. This is starpower and its derivatives. As a game it is unique in my experience, in terms of dynamics of interaction it produces. Besides looking at differentation it can also be used to illustrate social mobility, the development of subcultures, interaction within groups and between groups, social control, sponsorship — in fact many aspects of macro-sociology. What is needed is more of the sort of inspiration that produced starpower. It is possible to see areas in which the conflict potential of gaming could be used but it is much more difficult to suggest the format of such games.

Finally, if one takes a very broad definition of sociology and extends it to cover areas which are sometimes called social-psychology, then games of all sorts provide occasions for the study of group interaction. In this case, the game is merely a vehicle for examining group dynamics. The game is chosen, not for its content, but for the type of interaction it generates. Democracy[10], for example, would be ideal for looking at co-operation and sponsorship.

## Summary

In this paper I have tried to consider why simulation has not been widely used in the teaching of sociology. Although it has clear advantages for some subjects, its use in sociology has been limited by the theoretical and analytical nature of the subject. However, some types of simulation – role playing for example – are quite widely used although they are not available from commercial sources. At the end of the paper I tried to describe some basic types of simulation and to indicate where in sociology they might be used.

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8. Taylor J.W. (1973) Heading for Change (RKP).
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10. Democracy. 4 H Foundation, 7100 Connecticut Avenue N W Washington D C 20015, U.S.A.

## Simulation Material Available for the Teaching of Sociology

Bushman Hunting:

An elementary simulation of the primitive social organisation of bushman life in the Kalahai Desert.

Educational Development Centre, 55, Chapel
Street, Newton, Massachusetts, U.S.A.

Caribou Hunting:

A game which explores the relationship between technology and social organisation of the Netsilik Eskimo Community of Pelly Bay.

Educational Development Centre.

Generation Gap:

A simulation concentrating on the interaction likely to exist between parents and their adolescent child with respect to issues which commonly reveal opposing generation attitudes.

Western Publishing C. Inc., School and
Library Dept., 850, Third Avenue, New
York, NY 10022, USA.

In Other Peoples Shoes:

A set of simulations which call upon the participants to state, role play or act out, their responses to conflict problems in inter-personal relations.

Moral Education Curriculum Project,
University of Oxford Institute of Education,
15, Norham Gardens, Oxford.

Life Career Games:

A simulation of aspects of the American labour Market, Education and Marriage opportunities (the basic idea could be adopted for British situation).

Weston Publishing Co. Inc.

Powder Horn:

An adaption of the well known starpower simulation. Students take the part of frontiers men who establish a three-tier society by trading rifles, traps and pelts.

Project Simile, P.O. Box 1023, 1150
Silverado, La Jolla, California, U.S.A.

Star Power:

A societal Advancement game which simulates community mobility and power structures.

Project Simile.

Sunshine:

A simulation in which each participant is 'born' into a community of a town called sunshine. Different racial and community identities are assumed and the game revolves around various community development problems and their impact on Roles and relationships.

Interact, P.O. Box 262, Lakeside, California
92020, U.S.A.

## "PLAY UP AND PLAY THE GAME"

**by Adrian Perry, who teaches Economics and Liberal Studies in a College of Further Education in Middlesborough.**

Although I had heard sinister rumours of strange teachers who used tokens and marbles rather than chalk like normal people, I didn't really know about gaming until it was introduced to an ALE course at Cambridge by Diane Brace. I was more amused than instructed, and so went home to read the sources. I have now been using gaming and simulation for about four years on and off: and I say on and off advisedly. I suspect the teacher who makes games the hub of his teaching: there is a great danger that one ends up tailoring the course to the games, rather than vice versa. I have tended to use games rather sparingly, and to rely on making them myself using 'low technology' (felt-tipped pens and plenty of card!) Similarly, I always emphasise to those about to start gaming that the important time is the talk-out at the end, in which students discuss what they got from the game, and the lessons for the course.

The first sort of game I use involves simple testing of knowledge. These are really just a fun version of the multiple choice test: the student answering correctly wins the game, rather than scores marks for the markbook. I'll give a couple of examples of such games. Firstly, "Run The Economy": this game is used to test whether the students have understood the use of taxation and monetary policies to regulate the modern economy, and stands on a simple Keynesian understanding of economic affairs. The board is rather like a Monopoly board, only the squares have economic indicators written on them. For example, one square will have "demand inflation", whereas another might have "growth slows" or "unemployment rises". The class members have a token each, and this is diced around the board. The students are also dealt ten policy cards each. These detail possible government measures: "Cut taxes", "Reduce Govt Spending", "Raise interest rates", "Cancel Concorde" and so forth. Each student dices in turn, and when his token falls on a square he must play the right policy card. For example, the correct play when you land on "Rising unemployment" is clearly "Cut taxes" or "raise government spending" (are you listening at the back, Healey?)

If the student makes an incorrect play, he picks up two extra cards. Thus, the winner is the first student to get rid of all his ten policy cards. I find the game takes about forty minutes with a middle-sized group, and is easily understood: you can elaborate rules (swapping policy cards, allowing a 'pass'), but it's simple and effective.

More fun is the "Budget Game", which also concerns economic management. This is a simulation in which the class is divided into groups of four or five, and invited to bring out a Budget for Britain on the basis of the information fed by the controller. Each team starts with a Data sheet, detailing the costs of various moves (like raising pensions £1, or cutting VAT or whatever), and a Treasury Brief. They form ideas about how much to push into or take out of the economy ('the Budget Judgement') and how to do it. The controller keeps feeding them newsflashes and further ideas, like:

> **"Advice from the CBI**
> Now look here old boy,
>
> We've had enough of this recession, and we want to see vigorous government action to bring it to a halt. An injection of £2,000m is needed to restore prosperity.
>
> This money should be given in investment grants and cuts in Corporation Tax to help hard-pressed industry. There is a danger that unless something is done that large British enterprises will be starved of profits, and then where's your bally welfare state, eh?
>
> We are also worried about the talent drain of top professionals. We demand a cut of higher reaches of taxation: reduce it to 65% will cost only £500m and bring a new spirit of enthusiasm to British industry.
>
> Cheers for now,
> Jeremy"

You probably get the idea: and there are plenty of other messages: notes from the Prime Minister, public opinion poll results, motions from the Tribune Group, advice from the TUC, an editorial from the 'Daily Express'. I like to ask my teams at the end *which* advice they listened to: very often, it is the panic of the Treasury at restless Arab money! It's a game that can be a lot of fun, and can combine not only economic learning, but also political insights. It's all the more piquant if played the day before the real Budget, with real data!

But I said that information-testing and transmitting games were just one of three groups. The second is those games that explain concepts. One is often asked to build on students' knowledge of the real world, but what is their experience of oligopolistic price rivalry or comparative rates of economic growth? A game can often stimulate thought here. I have one board game called "The Growth Game" in which eight nations dice round the board. When they land on a green square (say, every third square), they must pick up from their own pack of chance cards. I tailor the chance card packs to fit national circumstances: Japan draws plenty of Investment cards, which add one spot to all subsequent dice scores, whereas the United Kingdom is hampered by payments crises. Each time the nations circle the board once, they pick up a scoring chip: the nation with the most chips win. UK languishes in the slow lane, the USA's economy affects all the others, India has periodic population crises that oblige it to buy food with a few chips it gains. Putting the score on the blackboard at the end usually produced a reasonably accurate table of economic growth rates: because I have played it often enough to 'tune' it so!

During subsequent class discussions, one can refer back to the game; "Can anyone remember what happened when the US had a recession? That's right – the rest of the western nations missed a go. Now why?" And, again, it's interesting.

I've got a couple of other 'concept' games, including a simple two-person zero-sum game like the one outlined in Samuelson's "Economics". The third reason I use games and simulations is a bit more ethereal: I use it to examine Student values and attitudes. I suppose "Starpower" is the classic game here, but we can all imagine other ones. I have an Election Game in which students pick their own Manifesto from phrases in a booklet like this:

"**South Africa** (pick one)

a. South Africa forms a valuable member of the alliance which stands between the free world and communism.

b. While we may not approve of all the policies of South Africa, we will pursue friendly relations with her.

c. We will withdraw our Ambassador from South Africa and will refuse to sell them any arms that could be used for internal repression.

d. We intend to give arms and finance to guerillas in South Africa, and will recognise and support a black government in exile."

I used this during the elections of '74, and found that when student teams were asked to construct manifestoes, then they produced the same colourless centrism as the real parties do – even when they had been sorted into 'Labour supporters' and 'Conservative supporters'.

If modern education is, in the cliche, information-rich and experience-poor, then games and simulations can fill a gap, enabling students to have insights into the position of minority groups (Starpower), the homeless (The Shelter Simulation) or the power elite (as in the various diplomatic games). There is, I believe, an intrinsic value in students forming and examining values.

Ideally, the three sorts of game could be combined into one exercise, in which, as in real life, students have to apply information correctly to complex situations using their own moral judgements. Such simulations, naturally, are rare. I've tried a couple. One is a trade union-employer negotiation in which students think they are doing a simple illustration of cost-push inflation. In fact, they are being asked to decide whether pay rises go to lower paid or higher paid, to skilled or unskilled workers, to immigrants, women, or 'good solid union members': and to decide also whether to take increased income in the form of money, or pension rights, or working conditions. The unseen assumptions revealed are fascinating. Similarly, I've slipped a couple of chance cards into my "Growth Game" which allow nations to give their score chips to poorer, underdeveloped nations: they seldom do, I may add.

I don't exactly know how helpful this article will be to the non-gamer. Let me just say that I've had no special training in gaming, but learned it as I went along. I've come round to these views:

> Games can be time-consuming, but then so is the twelve or thirteen years of compulsory education our students undergo. They can be costly: but at least they respect the resource we use most wastefully, the talent and enthusiasm of our students. You sometimes have to alter timetables and rooms to game; but then you sometimes have to change rooms at home to make love comfortably. You may even have trouble getting colleagues to accept gaming: the first time I had the dice out, the Principal walked straight into the class. Whether he saw me as a progressive educator or agent for Joe Coral, I have yet to discover. But there are rewards in student reaction and also in the interest the teacher himself gets from the situation. I think they form a challenging and effective supplement to our traditional bag of teaching techniques.

# WHO'S FOR (POLITICAL) GAMING?

**by Diane Brace**

Simulations definitively mediate experiences and thereby they become second hand; games offer first hand experience – but of an artifact. Simulation games attempt to combine the strengths of first hand with an analogue of an "out-there" reality, simplified – perhaps distorted, perhaps illuminating, but undeniably second hand. If "second hand" for you carries a low status rating, the next question may well be

"Who (on earth)'s for Gaming?" or more crisply, "Why bother?"

Taking a professional grasp on your top pocket red biro, award marks among the following authoritative answers, as you find them:

a) appealing and b) likely to be true.

"Maybe simulations provide participants with explicit experiential, gut-level referents about ideas, concepts and words used to describe human behaviour" (Simile II Catalogue)[1].

"Games go a long way toward getting children involved in understanding language, social organisation, and the rest; they also introduce . . . the idea of a theory of these phenomena." (Jerome Bruner 'Towards a Theory of Instruction').

As a result of playing 'Democracy'

"students are better prepared to become effective citizens and less apt to stand aside complaining of a 'corrupt system' because their simplistic understandings are not carried out by actual men." (Zuckerman and Horn 'Getting Into Simulation Games')[2].

"Simulation is an operational representation of the central features of reality." (Harold Guetzkow 'Simulation in International Relations')[3].

"A simulation game is like a kiss, interesting to read about but much more interesting to participate in. And those that do tend to repeat the experience." (Ron Stadskev 'Handbook of Simulation Gaming in Social Education')[4]. It would be interesting to pause here to collect in your graded papers although perhaps, as on other occasions, they would tell more about the respondents than the responses.

To follow up the Guetzkow quotation, in simulation gaming second hand experience is legitimatised in the form of "an operational representation", a working model of a particular reality, and one that probably in first hand terms is not easily brought into the classroom. And here one must observe that in guided education, and especially that practised in schools and colleges, representational experience is much used. Bring a buttercup into the Biology class, it is not reality; real buttercups grow in clusters in fields among browsing cows, but picked, isolated and controlled, it may for a limited purpose be better studied and analysed, always providing that the understandings thus gained do not cease at the isolated form but return with the flower to its pastoral eco-system, and are extended to the important inter-relationships there.

Thus with simulations, where an insistence upon detailed de-briefing discussions in which the model is placed beside other modes of experience, personal, read about, heard about, seen on television . . . and the siting of simulation exercises *within* programmes of work that provide supplementary and reinforcing information, is made by most practioners. Here, there is little difference from other classroom techniques such as books, charts, films and discussions which equally should rarely be used without support from other materials.

Conveniently, political phenomena lend themselves well to representation by models, this I think because they are much involved with structures and mechanisms – with hierarchies, rotating elites, the push and pull activities of pressure groups, successive stages in legislation, movement and counter-movement, decisions and the resultant necessity for decisions, found in both conflict and co-operation. Before some agressive reader rushes off at an unhelpful tangent, shouting that here is some naif who has bought unsceptically systems analysis theory, or worse, applied to politics, I hasten to interject that I am *not* to be heard saying that all political activity is mechanistic, but that for the purpose of study, amended by later discussion, it does no great damage to politics to look at it as a number of simplified, structured models having some predictable sequences of action and event. And thus, among other consequences, making it adaptable to the use of games, including computer, to track, understand end evalue its outcomes. Having suggested that simulation games may be effectively employed in teaching us, and teaching others, some things we do not already understand about politics, the question follows – where to begin? Most game writers appear to set out from one of two possible starting points:

a detailed description of a situation which subsequently is paired down by the prompting of a number of classroom considerations:

limited and therefore telescoped time, short briefings, the number of participants, their reading comprehension and inventive skills, the requirement that as nearly as possible all should participate all of the time, and the desirability that those playing should be enjoying themselves. Added to these are the introduction of controls over time and action which make it possible to conduct a Motorway Enquiry or a Cabinet Meeting without total uproar prejudicial to the Geometry class next door, or losing sight of the authentic constraints that operate in the real life situation.

To these purposes, decision periods and report sheets, Chance Cards and Control manoeuvres, taped messages and data banks, role badges and rules which are cruder surrogates for their more subtle actual forms . . . are employed in kalaidoscopic combinations. Examples of games falling into this classification include the Longman collection of History and Geography Simulations[5] the exercises included in the General Studies Project[6], 'European Environment 1975-2000'[7], 'Crisis'[8], 'Tenement'[9], 'Radio Covingham'[10], 'Democracy'[11], 'Election Campaign Game'[12], 'Man in His Environment'[13], 'Mr. President'[14], and 'Spring Green Motorway'[15].

The alternative starting point is to select or contrive a game form, that is, probably having winners or losers, explicit rules, and an element of chance introduced by such devices as dice or picking up an unseen card, and then to attempt, without too much abuse, to fit an analogue of a real situation around it. 'Monopoly' is an obvious example as are the sons of 'Monopoly' that have plagurised it,[16] so also are 'Diplomacy'[17], 'Risk'[18], and Christain Aid's version of 'Snakes and Ladders'[19]. An advantage possessed by the members of this group are that participants are familiar with the game form, either specifically or generally, which assists their introduction to a class of young students. A disadvantage may be that the game may obscure the simulation and more is learned about successful game tactics than the situation beneath. Thus champion 'Monopoly' players can exist who understand little about property development, and 'Diplomacy' buffs who remain untutored in international relations!

In addition to those already mentioned, there are many simulation games in existence already and available for education use. Within the objectives of political education, the majority are from the United States, and explore political phenomena there, thus circumscribing their usefulness in this country. They also tend to carry an oversimple ideology about American politics — and they are expensive. It is curious that so few politics teachers have devised simulation games around our own political scenes; there are some, of course, and surely more that I don't know about — perhaps authors would write in and tell me? — but curiously few they remain, given that political interaction is so adaptable a field for this technique. An M.P.'s weekly postbag, debates within Standing and Select Committees, the preparation of a Parliamentary Answer, the relationship between elected members and officials in local government, Royal Commissions, Public Enquiries, and it's time we had something on the working of the Ombudsman . . . all are suitable cases for treatment. Perhaps those of us who are interested in both politics and gaming should form a production consortium — a British version of Simile II?

For this purpose, and also because even where published examples do exist, they are rarely *exactly* what you want for your objectives and your class, it may be useful to look at the several basic forms of academic simulations, and then at two examples in some detail.

The basic forms include:

a) **In-tray Exercises** — in which participants are bombarded by a series of short and long term problems, with deadlines by which they must have been tackled; an M.P.'s postbag would fit felicitously into this one. The problems can be addressed to individuals, but because of the bonus of — inevitably political — interaction generated by a co-operating group, this is better done in units of not more than six to eight players.

b) **Committee or Working Group Simulations** — an In-tray Group could work as a committee; so also could students role-playing a Selection Committee, a District Council Committee or the Cabinet, itself.

c) **Public Hearings** — Public Enquiries and administrative tribunals hearing evidence, the inevitable court room trial with role briefings for counsel and witnesses.

d) **Confrontations** — industrial disputes, international negotiations, Parliamentary Debates in our current adversary politics; these mostly need formally controlled purposes and deadlines in order to avoid repetitious statements of differences.

e) **Board or Card Games** — in which interaction is regulated by the rules of the game.

Most academic simulations can be seen to have been constructed around one or two of these basic forms. In a category of their own are such classics as 'Starpower' and 'Bafa Bafa', both by Gary Shirts, that have achieved this status by disregarding national and other particular references to focus upon the central and universal preoccupation of politics — the conflict between group loyalties and individual gain, the nature of law and leadership, and the powerful factors of differing heard membership and cultures. Both simulations are obtainable from Simile II[1] or can be discovered in various plagurised forms circulating around the country. Further details will not be given here against the possibility that there exists one A.T.S.S. member who has still to be initiated, of necessity intacta, into their traumatic mysteries.[20]

An examination of two quite different forms of simulation game and their application to areas within political education may be helpful in showing what can be done. These two may also possess an added interest in that they were both put together within a few productive hours by small groups who just sat down "to write a game".

## LEGISLATE[21]

The starting point here was the decision to produce a card game, something in which the members of the group had at the time little experience. Probably because of the interest some of us had in teaching politics we opted for this area, and settled after some discussion upon one of the central activities of government, that of making laws. In usage since, we have found it adapts to examining the rules to be observed in any group, including the schools and colleges in which the game is played.

Play may be the responsibility of an individual player as in a traditional card game, or a playing consortium of three or four members. The advantage of the second alternative is that during the game each group will need to discuss their values and tactics, making explicit their reasoning and motivations and thus be better prepared to compare these with other groups in the debriefing session.

The game begins with each player or playing group arriving at an agreed formula for a 'good society' and the regulations of social behaviour necessary to implement it – either starting from the accumulation of laws existing now, or from a square one situation. This discussion need not be made public to other players or groups, although it would be surprising did it not emerge during play. Each player or group is then dealt a hand containing equal numbers of FORBIDDEN and FREEDOM cards, the total number being dependent upon the time available in the playing session. Some of these cards will be completed in conformity with each player's 'social formula' but other kept blank in anticipation of their tactical use during the game.

Originally, we thought it would be necessary to have some of the cards pre-printed with sample laws for students who needed such; subsequent use has suggested that this is not required. After tossing coins or whatever for the first player, he lays down a completed card in the middle of the table – this may contribute for example 'Freedom to Work', such being one of the laws thought necessary to the construction of his preferred society. Play continues around the table, each player selecting cards to forward his society or block those of others. 'Compromise' and 'Stalemate' cards are held in store for when these occasions arise. The winner is he who has contributed most to the body of law established in the centre of the table.

In the debriefing session, each player or group identifies his chosen form of society and the means he used in order to achieve it; the final discussion need not be lengthy as much will have been examined in the discussions that follow each move. LEGISLATE should provide a mechanism by which players are obliged to examine the difficulties met in translating ideology into regulation, the problems where two desired laws seem to conflict with each other, and the necessity in legislation fo precision and definition. It should also be fur to play.

## SCENARIO[22]

SCENARIO was originally devised as trainin exercise for teachers attempting to identify som of the requirements and problems experienced i writing a role-playing simulation. In the languag of my first paragraph, it is 'second hand squared' – a simulation of writing a simulation! However some teachers who have taken it away fron courses, have found that it has usefulness in class where students can learn from writing a simulatior for themselves, as well as playing those producec for them.

This extension of the use of simulation games i learning is an interesting one. Teachers preparin exercises for their students have frequentl remarked the discipline it imposed on them – o recognising essentials, of achieving a clear mode of structures and of the background researcl necessary before they can feel confidence in a simulation – not unsurprisingly these are valuabl disciplines for students, too.

This accepted, the question has been how t rearrange an activity so formless and dependen upon the arrival of 'good ideas' into a shape suitabl for a class of twenty plus students. As with othe simulations, one takes an activity having a certai procedural shape and emphasises and simplifies it SCENARIO attempts to do this with simulatior construction.

The exercise is in two parts – the first in whicl role briefings and a scenario are prepared by smal groups, each working upon either a separate rol or the 'plot', by a process of brainstorming, anc then reducing the products of this to a limitec number of constraints, and the second in which the simulation thus constructed is played and tested The scenario can very conveniently be a political or a partly political one; those I have used so fa include:

a meeting of sectarian leaders called by the Secretary of State for Northern Ireland to discuss peace keeping measures in the Province,

a discussion on attributing responsibility for a particular industrial accident, and

a meeting of the Executive Committee of a constituency Labour Party met to consider a proposal to withdraw support from the presen Labour Member.

The simulation within the simulation has so fa been limited to the structure of a meeting of rol occupants, but could be extended. The whol exercise requires thought and argument upor what *is* relevant to being the Commander of British armed forces in Northern Ireland, and what constraints can practically be implemented — one group tackling this role briefing wrote "cold, grey eyes"; one knows what their thinking was — but so terribly difficult to portray! Preparing such role briefings should do something to diminish the "simplistic understandings" that take too little regard of "actual men", as described in the Zuckerman and Horn quotation.

As one who has spent much time on shape and structures, there would appear an obligation in the closing paragraphs of this article to lick down some flaps and tie the string. The quotations with which I begun were included partly for amusement, and partly for the large or small truths each one contains. Professor Bruner points to two of the former: because games use language and depend upon inter-relationships, they offer both practice in and illumination of them. But this is no argument of experience for experience's sake; in simplyfying and structuring, they provoke explanations and theories, a contribution of vital importance to those of us who are trying to improve upon the description-plus-a-bit-of-moralising tradition of teaching politics.

Zuckerman and Horn's claim that more effective citizens can be a product of academic gaming was possibly treated to a little cool British scepticism; evaluating the effects of games is a problematic activity. Experiments have been carried out and articles written[2,3] but the difficulty of isolating and then quantifying the consequences of a particular technique remain, and will I think continue to do so. With less precision, one can point to evidence of involvement and higher than usual motivation, and to enjoyment, all positive associates of learning.

The final quotation from Stadskev is an appropriate place to end. Articles on gaming, such as this one, can only suggest that maybe there is something in these activities that is worth trying. But the best place to start is with a more experienced practitioner; games manuals can be bought and there is a list of some of these, and of reference books that contain more, at the end of this article. But written about, they often seem incomprehensible or impractical. There is the statutory "simulation fanatic" in most schools and colleges who is only too willing to recruit you to one of his classes. Professional associations such as S.A.G.S.E.T. and the A.T.S.S. organise workshops and short courses; Teachers Centres and College of Education do likewise. Those of us who use simulation gaming in our politics teaching claim no panaceas nor miracle ingredients; it's another technique, or being so various a bunch of techniques to add to our professional collection. On their comparative value we rely upon subjective judgement, but they are enjoyable, often great fun and offer a different approach where others may not have been successful. And they are a serious educational method, not a special, but not particularly useful treat to be relegated to "after the exams . . ."

The stage lightens, a bearded figure with patched leather elbows enters Stage Right, carrying a pack of cards, some coloured badges, a sheaf of papers and a portable tape recorder.

He speaks enthusiastically to the group already assembled,

"Now lads, who's for Political Gaming?"

## REFERENCES

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2. 'Getting into Simulation Gaming', an article in the massive reference book 'The Guide to Simulation/Games for Education and Training' by David W. Zuckerman and Robert E. Horn, Information Resources Inc., P.O. Box 417, Lexington, Massachusetts 02173, U.S.A. Available in this country from Gothard House Publications, Gothard House, Henley, Oxon. Price £7.50. Contains in addition to articles descriptive information on 613 games and simulations, majorly concerned with social behaviour.
3. 'Simulations in International Relations' published by Prentice Hall, 1963.
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7. European Environment 1975-2000 by Michael Bassey of Trent Polytechnic, Nottingham and available from the Conservation Society, 21 Hanyards Lane, Cuffley, Potters Bar, Herts. Participants, working in groups, are required to grapple with intimidating amounts of data on pollution, exhaustion of basic materials etc. in order to arrive at recommendations to be made to a world authority.

8. 'Crisis' — published by Simile II see (1). A 'mechanistic' international relations simulation based upon six mythical countries and a valuable strategic material, 'Dermatium' Price S3 for a sample set.

9. 'Tenement' — published by Shelter, 86 The Strand, London WC2R 0EQ. Price around £1. A role-playing simulation set in a multi-occupational house, its tenants, landlord and help agencies.

10. 'Radio Covingham' by Kenneth Jones. An account is found in 'Games and Simulations' edited by Christine Longley, BBC publications (1972). Price 45p. Much plagurised by game practitioners, including myself.

11. 'Democracy' by James S. Coleman of Johns Hopkins University and published by Western Publishing Co. Inc., Education Division, 850 Third Avenue, New York, NY 10022. Price in 1973 $6.50.

12. 'Election Campaign Game' devised and available from Prof. J.P. Cole, Department of Geography, University of Nottingham. A simulation of a presidential election campaign.

13. 'Man in His Environment' published by the Coca-Cola Export Corporation, Stapleton House, 28/33 Scrutton Street, London EC2. A decorative, highly structured simulation involving interest groups and environment decisions. Price around £5.

14. 'Mr. President' published by the 3M Company, St. Paul, Mn 55101, U.S.A. A boxed, highly ingenious campaign game making a large use of cards.

15. 'Spring Green Motorway' published by Community Service Volunteers, 237 Pentonville Road, London, N1 9NJ. A public enquiry simulation.

16. For example 'Security' published by C.S.V. as above.

17. 'Diplomacy' published by Philman Ltd., Beachey Road, Old Ford, London, E3 2NX and available from large toy shops.

18. 'Risk' published by Palitoy Ltd., Coalville, Leics., and also available from toy shops.

19. 'Snakes and Ladders' (adapted) published by Christian Aid Publications, P.O. Box 1, 2 Sloan Gardens, London, SW.

20. 'Starpower', 'Bafa Bafa' — for those that do not possess copies, there are several forms circulating around the country, unashamedly plagurised.

21. Unpublished, although I do have a few mimeographed copies for anyone who would like further details; probably to be published by the Longman Group at the end of 1976.

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'Some current research on effectiveness of simulation games as learning environments' by C.H. Cherryholmes, published in the 'American Behavioural Scientist', October 1966, vol 10, no. 5, pp 4–7.

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'Simulation and Gaming in Education' by P. Tansey and D. Unwin, published by Methuen, 1969.

**Periodicals:**

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'SPATE Newsletter' a quarterly mimeographe publication available to members. SPAT (Simulations, Planning and Training Exercise Group) full membership £2.00 p.a., associate membership £1.00 p.a. Hon. Secretary, SPAT Nelson, Lancs. BB9 8JT.

'Simulation/Gaming News' published six times year. $7.00 p.a. overseas subscription. Box 303 University Station, Moscow, Idaho 83843, U.S.

# COMMENT ON GAMES AND SIMULATIONS AS AN EDUCATIONAL TECHNIQUE

### by Hazel Sumner

The choice of educational strategies depends to a large extent on the aims we have in mind when we pursue a course of study with our students or pupils. All three of the other contributors to this symposium have commented on the seeming reluctance of social science teachers to take up the use of games and simulations as a technique. One possible reason not put forward is that our clients have such a high level of intrinsic interest in our subject matter, that we do not require the use of such "gimmicks" to motivate them to learn! For it is because of their high motivation potential that games and simulations have become popular with the geographers, and more latterly the historians, mentioned, not without a touch of approval, by the other contributors.

But what else can these techniques achieve? The evidence is very mixed. Given this and the fact that bought games and simulations rarely fit the particularities of the individual classroom situation, and that construction of these materials is a time-consuming business, it is perhaps understandable that we have not taken them up in a big way. Instead, there have been other under-used techniques which social studies teachers have been keen to develop. I am thinking in particular of discussion and all manner of explorations into the *social* aspects of the local environment. Perhaps too, we have had enough to do as we have struggled to get our subject established in the curriculum at all stages.

Coupled with this are the underlying doubts about the educational value of games of simulations. These doubts are evident in the other articles in this symposium. Helen Reynolds devoted a whole article to reservations in an earlier edition of this journal.[1] Centrally, do these techniques teach pupils the sort of things we do not want them to learn? Personally, I feel that "games" are more suspect than "simulations". I will develop this point later, but here I must pause to confront the cloudy question of definitions, a question which has bedevilled our assessments of the value of these strategies.

It seems to me that definitions such as those proposed by Garvey[2] only make the situation worse. All manner of criteria for his classification are bundled together and the result is a confusing array of overlapping categories and subordinate categories. It is instructive that in the event, Anthony Russell has finished up by exploring "role-play" and "games". While I found his detailed suggestions very interesting indeed, I was bothered by these headings because I could not shake off the thought that games involve role-play.

In the end I found it simpler to think of 'games and simulations' as a collection of techniques involving role-play in some form or other, but varying in terms of:

a) the degree to which the particularity of the *roles* are specified

and b) the degree to which the role-playing *situation* is pre-structured.

## Roles

In some situations we might require vague role definition. For example open-ended role descriptions are useful if one wants the pupils to reveal their assumptions about how certain social situations operate. A teacher associated with the "8-13 Project"[3] did this successfully with some eight year olds. He used a Family Breakfast Simulation, in order "to rescue the phenomena of social life from familiarity"[4], a major aim in most social science courses. In this case the social phenomenon was family life, and the simulation was followed by a discussion which relied heavily on the question 'Why?' This over-all strategy would seem to be equally applicable to older students.

However, there are occasions when very precise role definition is called for. Teachers on the "8-13 Project" found this to be useful when there was some chance that the role-playing might prove threatening to some of the pupils. A detailed role brief gives such pupils a chance to hide behind a well defined character which is clearly distinct from the pupils themselves.

In some cases detailed specifications are unavoidable, as when the teacher wants to use a particular character – real or fictional – as a focus for a simulation which follows on from previous in-depth study. In this situation the simulation becomes a means of evaluation also, for the teacher can observe the degree to which the pupils have empathised with the character concerned. If the pupil can play the role in a *creative* way which still rings true, it is reasonable to deduce that he has managed to enter into the cognitive categories and affective disposition of the character involved.

## Situations

Situations can be more or less structured in terms of:

(i) the goals to be pursued
(ii) the balance between 'choice' and 'chance'
(iii) the degree to which the alternatives for choice are already specified
and (iv) the type of personal inter-action allowed.

Board games especially, are usually very tightly controlled in these respects. The aim of the game is clearly stated, while 'chance' and 'choice' are carefully balanced most often in favour of *chance*, which is another way of talking about the teacher's control. If, as seems likely, he intends the role-playing situation to be an analogue of the real world, it is also another way of talking about the teacher's conception of social reality. This is the nub of my own unease with gaming as an educational technique in social studies. There seems to be a very great danger of *transmitting,* rather than *exploring* conceptions of the social world. Given all the trappings of a game situation, there is a strong possibility that the pupils will find it difficult not to be swept along by the coherent logic of the game's definition of the social situations.

This is not inevitable however, for there is the debriefing period. The other writers have made passing mention of this stage. I would like to emphasise its central importance if these role-playing strategies are to realise their educational potential. In the debriefing period the pupils can be encouraged to search out and examine the assumptions which underpin the game.

To return to the question of control and the dimensions in which it can operate. Too many games emphasise the competitive relationship between players. How many leave this question open for the pupils to decide? What are these competitive games trying to do -- train pupils for their future 'roles in society' or 'tell them how it is'? Neither of these aims comes in my list for social studies education.

Implicit in these comments has been the necessity for deciding on one's objectives. The question of whether or not to use role-playing techniques is a second level question. We have a lot of work still to do in clarifying our aims and linking these with specific techniques before we decide to give any particular strategy a major place in our repertoire. Meanwhile, let us use games and simulations with caution. Let us remember too that the most mind-stretching aspect of the whole enterprise lies in the *construction* of games, rather than in the *playing* of them. With a little assistance, even younger pupils are capable of making games and they seem to enjoy the research and thinking involved. If this approach were more widely used, several of the reservations expressed here would cease to be relevant.

**References**

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## GAMES AND SIMULATIONS AT BOSWORTH COLLEGE

**by Nigel Gann**

The Humanities course at Bosworth College, a Leicestershire Upper School, caters each year for over 600 students in each of the Fourth and Fifth Years, and leads to qualifications in English and Community Studies at either GCE Ordinary Level or CSE (mode 3). In order to break down the artificial barriers surrounding the Humanities subjects, and to supply a focus for the English work, whether imaginative or discursive, the course is divided into ten Units, structured to work outwards from the student's individual experience to more generalised conceptual thinking. The first Unit, for example, deals with childhood and the family, Unit Two with adolescence, Unit Three with education, Unit Four work, and so on.

The course is now in its fifth year, and the following aim was among those given in the original syllabus drawn up in 1971: 'To assist students to develop the moral judgement necessary in every aspect of life, and to enable them adequately to communicate with others'. Therefore it is clear that, while every effort is made to individualise the learning process in mixed ability groupings, case-studies, games and simulations form an ideal basis for group work. Simulation as a teaching technique seems to have at least the following contributions to make towards the kind of course pursued here:

(a) In creating understanding of a social process or role, it is second only to direct experience of the reality.

(b) It allows true mixed ability teaching situations, where each student can contribute. Frequently the academically least able seem to flourish when they are invited to 'lose' themselves in role-playing, or in the strategies of gaming.

(c) It removes the normal stress of 'right or wrong' in decision-making being teacher-based. 'Rightness' may include a variety of alternatives, and is self-rewarding within the terms of the simulation.

Within the course, those of us using the technique would not want to employ it more than once in each Unit. The timing of its usage will depend upon the nature of the simulation and the role it is best suited to fill, i.e. as an introduction to the concepts involved in the Unit; as a stimulus to awaken interest in particular problems raised; or to encapsulate the ideas discussed in a summing-up of the Unit. Over-use, of course, creates similar problems to the over-use of any one teaching technique.

We have to hand many of the 'standard' simulations and games used in the teaching of the Social Sciences, such as Gary Shirts' 'Starpower'; the Coca-Cola Environment Game; Shelter's 'Tenement'; the Oxfam 'Aid Committee Game' and so on. Wherever possible, however, we prefer to produce our own resources and these, while perhaps lacking the professionalism of commercial material, more directly answer our own needs, and have the overwhelming advantage of familiarity for the teacher.

There follows a description of three of the simulations used in the course, two of which have been devised here, and the third elsewhere.

**"Bright's Suede Factory"** I include this as an example of a very simple simulation devised literally overnight to answer a short-term need felt by students in the Unit on 'Work', who found it difficult to understand the conflicting nature of pressure groups within industry. The class is divided into five groups: The Cabinet, Local retailers, the Board of Directors of Bright's Factory, the Union, shop-floor workers. Specific roles may be distributed within each group. The teacher casts himself as the Queen, any outside agencies where needed, the BBC, the local press, and God. He then reads out news bulletins which affect the future of local industry, and each group writes their reactions to the news and any decisions they make to take advantage of the new situation. The teacher merely needs to keep such decisions within the bounds of reality, and to point out the alternatives where necessary. Such bulletins might include: Increase in the Cost of Living; Power workers work to rule; Planning Permission granted for extension to the factory; Civil war in the country which produces 60% of the raw material; Production by a rival of a new synthetic suede. Groups can be encouraged to negotiate amongst themselves, forming alliances, power blocs, strikes etc. This simulation, though lacking in sophistication, represents the skeleton of industrial relationships, with the minimum of materials and organisation, and maintaining a fair degree of teacher control.

*Further details of Bright's Suede Factory are available under the title 'Work' from: Central Index of Games and Simulations, Bishop Grosseteste College, Lincoln.*

**"Terry Parker"** is again, a simulation produced in a very short time, but based on the Planning Exercise model devised by Paul Twelker. It shows the kinds of stress created within a not atypical family situation, and asks students to come up with one of a number of possible solutions. The class is divided into groups of four or five, while five volunteers are withdrawn to represent figures in Terry's background: His mother, girl-friend, head-teacher, Art teacher and probation officer. When each has studied his or her briefing, each group interviews each role-player separately, with the aim of producing a report on the recommended future of Terry. Terry, aged 15, lives at Beechwood Children's Home and attends Crossways Upper School. He has lived at Beechwood for a year now, and is just approaching his 16th birthday.

He came to live at Beechwood because his mother — a divorcee — could no longer control him, and both she and the Social Welfare felt he would be better under stricter discipline. He mixes with an 'undesirable' set, who are often in trouble with the police. He is not a regular attender at Crossways, and his reports from there mainly take the form of complaints about his attitudes and behaviour, although he is talented at, and enjoys, Art. The Reporting Groups are each a Committee of Wardens and Govenors of Beechwood and, at the end, can make recommendations as to Terry's future. The Evaluating Group of role-players should each be given a sheet describing their characters, and representing a different aspect of Terry's life. At the finish, each Reporting Group communicates its decision or recommendation, with reasons, to the rest of the class. The role-players may then evaluate these with reference to their characters, and open discussion can take place.

*The Terry Parker simulation is included in the C.S.V. Family Kit.*

**"Broken Squares"** is a game which we use in the final unit of the Humanities course, which deals with 'Ideas of Progress'. It is adapted from 'Communication Patterns in Task-Oriented Groups' by Alex Bavelas. Five six-inch square cards are cut into different patterns and the pieces are distributed in five envelopes, which are given to a group of five students. The task is to form, in fifteen minutes, five squares of equal size, during which members of the group may not speak, may not ask or signal to another member for a card, but may give cards to another member. Each member of the group must aim to finish with a six-inch square in front of him. The task requires silent co-operation, an understanding of the needs of the total group, and a willingness to give away pieces which seem essential to one's own task. This 'submersion' of the individual within the group can lead to very wide-ranging discussion, particularly towards the need for international co-operation in the solution of the problems of the Third World.

*'Broken Squares' appears in 'A Handbook of Structural Experiences for Human Relations Training, Vol. 1' by Pfeiffer and Jones (University Associates Press, U.S.A.)*

## JUVENILE DELINQUENCY STATISTICS

**by Roger Gomm, Stevenage College of Further Education**

This is basically a card-sorting exercise. Its objective is to allow students to experience the sort of decision-making which is entailed in the production of official juvenile delinquency statistics and the way in which the criminological theories of policemen, magistrates etc. allow them to discriminate in the application of the delinquent label. The theories of people who make the decisions are likely to be re-discovered by the investigating sociologist and mistaken for explanations of why young people commit offences.

The outfit consists of 100 cards. These result from the combination of 10 different offences and ten 'home backgrounds' described as might be discovered by an investigating policeman. School reports and social work reports are available for each home background. There is a flow diagram illustrating the provisions of the Children and Young Persons' Act 1969, a duplicated review by D.J. West of his longitudinal study at the Cambridge Institute, a sheet for analysing results and a flow diagram 'Theory in Action' reproduced here. A kit for making this simulation will be available through the resources exchange.

**Method** – time 200 mins.

Students have been asked to read in advance a short review by D.J. West of his study "Present Conduct, Future Delinquency" and to make a list of the factors said to be associated with juvenile delinquency. This is to sensitise them to 'adverse home' factors.

Students are told of the provisions of the Children and Young Persons Act 1969 as it applies to the police dealing with young persons alleged to have committed an offence. They are then divided into ten small groups each with ten cards. They are asked to imagine themselves policemen and to decide for each card whether to prosecute or to deal with the case outside the court (It is worth tape-recording the deliberations of one group for replay). The results are then collected using a code marked on each card.

Students are then introduced to the procedures of the juvenile court and the sentences available to magistrates and are asked to sit as magistrates on the cases they have selected for prosecution as policemen. They may ask for school and social work reports.

Meanwhile staff use a pre-coded device to analyse the prosecution. Each home background contains certain types of information about the social standing, standard of house-keeping, income etc. of the family background which translates into numbers. The completed analysis sheet shows the number of occasions each factor would appear if the cards for prosecution had been selected at random, and the number of times each factor appears through the decision of the class.

When students have finished sentencing, the results of the analysis of prosecutions is displayed. (In seven out of eight sessions so far these have shown a significant over-representation of young persons from 'bad homes' among the prosecutions – despite the fact that each offence in the pack appears with ten different home backgrounds). The composition of the pack of cards is explained to the class and hence the significance of what ever skewing is shown in the results. One offence is taken and discussed with each group contributing in turn to discover what it was about the home background which caused them to prosecute or not. (If a tape recording has been made, use it here.) A similar discussion follows on the sentencing decisions, although these are not analysed in detail since by this time the numbers are too small to make the basis for generalisations.

Students are then asked to imagine a naive sociologist analysing the results of *their* behaviour as policemen and formulating such statements as 'poverty causes young people to commit criminal offences'[2]. Such statements are discussed with the class to yield reformulations such as 'evidence of poverty predisposes policemen and magistrates to label young people as official delinquents'.

The list of factors said to be associated with juvenile delinquency derived by the class from D.J. West in now discussed in the light of the experience of the simulation. The flow diagram 'Theory in Action' is displayed so that parallels can be drawn between the processes entailed in the creation of juvenile delinquency statistics and in the creation of other 'deviance' statistics and so that the distinction between 'theories *of* deviance' and 'theories *in* deviance' can be made.

This exercise has been used successfully with O and A level students, Health Visitor and Social Work students. There are of course risks entailed from classes who either prosecute everyone, or refuse to prosecute anyone – but the class should be reminded that they are to act as if they were policemen and magistrates. It is of course possible that other forms of skewing will appear in the results. This would make the exercise less satisfying but would not invalidate it since its objective is to demonstrate the effect of participants' theories of deviance in the creation of deviance, whatever those theories are.

Notes:

1. Materials for this exercise are available through the ATSS Resources Exchange Scheme.
2. Formulated as appropriate to the results of the simulation.

## JUVENILE DELINQUENCY SIMULATION – ANALYSIS OF RESULTS

## CHARACTERISTICS OF FIRST OFFENDERS APPEARING IN COURT

| CIAL CLASS | A/B | | C1/C2 | | D/E | |
|---|---|---|---|---|---|---|
| | O 30 | E 50 | O 20 | E 20 | O 50 | E 30 |

| OUSING STANDARD/ OUSEKEEPING | GOOD | | BAD | |
|---|---|---|---|---|
| | O 40 | E 60 | O 60 | E 40 |

| COME | ADEQUATE | | INADEQUATE | |
|---|---|---|---|---|
| | O 60 | E 60 | O 40 | E 40 |

| EVIOUSLY KNOWN O POLICE | KNOWN | | UNKNOWN | |
|---|---|---|---|---|
| | O 60 | E 50 | O 40 | E 50 |

| YPE OF OFFENCE | VANDALISM | | RAPE | | VIOLENCE | | THEFT | | DRUNKENNESS | |
|---|---|---|---|---|---|---|---|---|---|---|
| | O 40 | E 50 | O 10 | E 10 | O 25 | E 20 | O 25 | E 30 | O 10 | E 10 |

| EMENOUR OF ARENTS | DEFERENTIAL | | NOT DEFERENTIAL | |
|---|---|---|---|---|
| | O 20 | E 60 | O 80 | E 40 |

| RIMINAL OR ROBLEM AMILY | CRIMINAL OR PROBLEM | | NOT CRIMINAL OR PROBLEM | |
|---|---|---|---|---|
| | O 70 | E 30 | O 30 | E 70 |

Observed in simulation

Expected occurence had the cards for prosecution been selected at random

All figures in percentages

## SPECIMEN CARDS

V . . . . . . 15 years old was arrested for being in possession of stolen property: two cigarette lighters and 100 cigarettes which he claimed he had purchased in good faith from another boy (now helping the police with their enquiries into a break-in)

D . . . . . . The police had already met the youth during questioning at the police station some months previously about an affray at a disco. On that occasion no charge had been made against him.

The police took the youth home to an expensive scandinavian style dwelling with expensive cars parked in the drive. Mother, Father and an elder sister were preparing for a party, putting out side dishes of crisps and mixing drinks. Father was at first very hostile to the police, asking them if they had nothing better to do than to interfere with childrens' games. He made play of the fact that he knew the chief constable. Later he changed his attitude and offered the officers a drink.

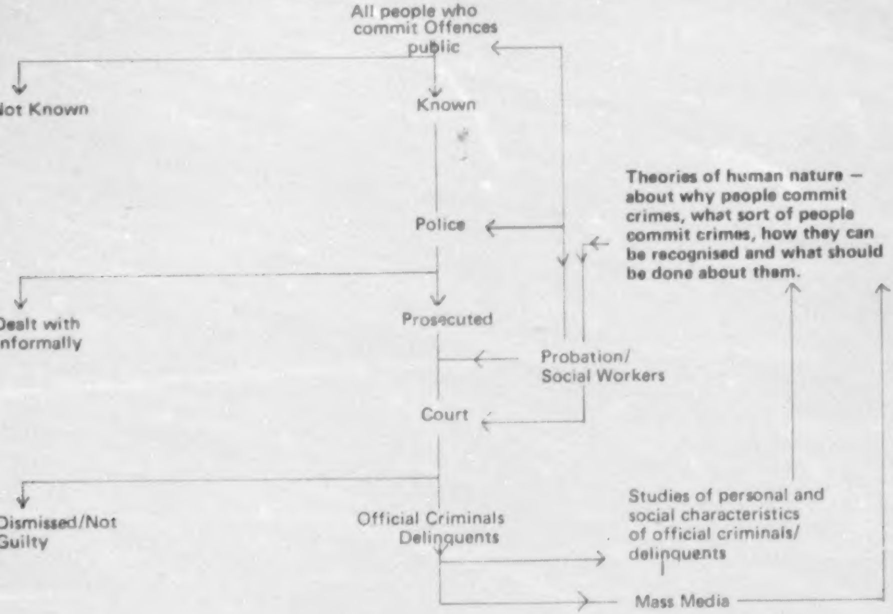
CARD V D

V . . . . . . 15 years old was arrested for being in possession of stolen property: two cigarette lighters and 100 cigarettes which he claimed he had purchased in good faith from another boy (now helping the police with their enquiries into a break-in)

C . . . . . . The police had had no previous contact with this youth. They took him to his home, a rather faded detached house on the edge of town. His parents were obviously very shocked by their son's behaviour. His father a primary school headmaster had to be restrained by the police from hitting his son with a walking stick.

CARD V C

## FLOW DIAGRAM – 'THEORY IN ACTION'


All people who commit Offences public
Not Known
Known
Police
Prosecuted
Court
Official Criminals Delinquents
Dealt with informally
Dismissed/Not Guilty
Probation/ Social Workers
Theories of human nature – about why people commit crimes, what sort of people commit crimes, how they can be recognised and what should be done about them.
Studies of personal and social characteristics of official criminals/ delinquents
Mass Media

## THE MIDCHESTER SIMULATIONS

### by Keith Poulter, Loughton College of Further Education.

This is a simulation of a constituency Labour Party selection meeting, at which the delegates are to choose a parliamentary candidate. The object is to make more real to students the variety of factors – and factions – involved in such a selection. The simulation was designed for use with an evening class of eighteen students of varying ages, taking a course in 'A' level Government and Politics, but could no doubt be modified for other groups.

The class had previously been given a handout outlining the machinery and processes of parliamentary candidate selection in the major British parties, together with a note on U.S. primaries. Four people had been primed to take the part of candidates, two members of the class and two members of staff. In the event, one of the teachers was not available, so I had to double-up as a candidate and as chairman – which could easily have been confusing. At the beginning of the lesson the class were issued with several documents. These included a background piece (half A4) on the constituency of "Midchester", a background piece on the local Labour Party, brief details of the candidates, and delegate cards. Midchester is described as a marginal seat, socially and occupationally mixed. Local industries and problems are described, as well as the recent political history of the area. The details of the local Labour Party include the composition of the General Management Committee – two major unions, several minor ones, ward delegates etc; mention of ideological and age-group conflicts; and the names and standing of influential party personalities. These background materials provide a framework within which the class are to act as delegates, and the candidates to make their appeals. Each delegate card represents five delegates, and in the case of the class of eighteen, each student was given three cards, i.e. each student had to cast the votes of fifteen delegates. Each delegate card states who the delegates represent (e.g. T.G.W.U., ward party), whether they are committed to support a particular candidate, and possibly some indication of their ideological stance, main considerations in selecting a candidate, prejudices, personal details such as age, sex, occupation, whether they are inclined to follow certain local party figures and so on. In some this information indicates clearly how particular delegates will vote; in many cases it gives only a general idea – leaving it to students who have that card to decide how to vote in the light of the delegate profile, candidate performance – and their own values.

Whoever is acting as chairman (the teacher?) outlines the proceedings, i.e. that each candidate will speak for X minutes, followed by Y minutes for questions, after which the selection will be made by means of exhaustive ballot. In the case of the evening class, with only ninety minutes available for the simulation, each candidate was restricted to five minutes speech followed by three minutes of questions. The chairman introduced each speaker – brief details of whom were available to the delegates (as in reality).

The candidates – apart from my own genuinely nervous, halting performance! – were excellent. Allan, a fiftyish member of the class, very articulate and in reality a Conservative, was most convincing as a 'moderate' Trade Union figure of advanced years; Steve, a young left-wing Trade Union activist played himself as convincingly as one would expect; Mary, a colleague on the staff at Loughton College, portrayed a 'middle-of-the road', earnest social worker; and I attempted, without much success, to be the archetypal young professional who would not alienate voters. Following our short speeches we were asked impromptu questions from the floor: these were in fact very similar to the kinds of questions often asked at real selection meetings – ranging from issues of local unemployment and taxation, to 'would you live in the constituency?' and 'what is your definition of Socialism?' Those members of the class who had acted as candidates now resumed their role as delegates.

There was a short break – again mirroring reality, though tea and biscuits were not unfortunately available – whilst delegates conferred, and word was passed around that Bill Palmer and Cliff Rowlands, local party opinion leaders, were supporting particular candidates. On the meeting once more coming to order, ballot slips were distributed and voting commenced. On the first ballot Allan and Steve, both officially backed TU candidates, were well out in front. Mary was eliminated on the first ballot, and I followed on the second. On the final ballot, Allan was selected as parliamentary candidate, following which he made a short, graceful acceptance speech.

The session was, I think, a success – despite one or two last-minute hitches, such as one of the candidates not being available. Student interest was evident throughout, the candidates' performances were thoroughly enjoyed, and there was real interest in the outcome. Unfortunately we did not have as long as I would have liked for follow-up discussion – though some interesting points were made about the role of the unions and the limited information on which selection is made. Next time I use this simulation I shall allow two hours – and have all candidates drawn from outside the class. Also, time permitting, I'd prefer to have five or six candidates, as this is more usual. All the necessary materials are available through the Resources Exchange. These include notes on preparing and running the simulation, constituency and party background notes, candidates' details, full set of delegate information, specimen ballot paper, background notes on parliamentary selection, and a follow-up work sheet. I should be interested to hear from any ATSS members who use the simulation – particularly any criticisms and suggestions for improvement. We should also like to hear from anyone who has produced any games or simulations for politics teaching, or indeed for any area of the social sciences.

# DO IT YOURSELF : THE EDUCATION STAKES

by Frank Reeves

Teachers often wish to use gaming and simulation techniques in the classroom but cast around in vain for commercial material that is even vaguely related to syllabus or student need. Quite obviously teachers must devise their own games. What follows is an account of how the greenest of amateurs set out to produce his very own teaching aid, and created for himself and others hours of educational happiness.

The secret of amateur success is simplicity. The simpler the game, the more rapidly its principles are assimilated, and the sooner it can be played. But for the educational game, the constraints of the classroom situation must be firmly borne in mind. The best kind of game is one that can be played in one session, be it of thirty minutes or two hours duration, by small, or large, numbers of students of wide-ranging ability. It must also have an educational application, obvious to both examination-orientated students, and to our colleagues who see education as a form of mortification for worldly pleasures (the 'delayed-gratification' brigade). The game's relevance to the syllabus, its use as stimulus material and its suitability as a framework on which to build further lessons are of obvious importance.

**Education Stakes** was the outcome of my evangelical zeal to bring a fertile variety of method into my otherwise sterile classroom. I found many students slow to grasp the idea of life chance in education. They either believed that everybody who 'had the brains' and tried sufficiently hard at school could, with equal ease, succeed through education, or that, no matter how hard you tried, life was entirely preordained. Education and socialisation happened to be topics on the GCE O and A level sociology syllabus and they were usually closely related in the reading with social class (or more accurately, The Office of Population Censuses and Surveys' classification of occupations into socio-economic categories or 'social classes').

As the only board game with which I was moderately familiar was **Snakes and Ladders**, much of my game's details derived from that source: there was a start, and a winning area, counters, and progression by throwing a die. However, I replaced the 'snakes' by advantages: 'move forward to', and the 'ladders' by penalties: 'miss a throw', 'return to . . .' etc.

I laid out the game on a board 25" x 60" which folded into three sections for ease of transport. The 'stakes' consisted of five routes (corresponding to the five Office of Population Censuses and Surveys' social class categories) running parallel for most of the distance around the perimeter of the board. The outer circles (or more accurately oval shapes) corresponded to 'white collar' social groupings and were divided into approximately eighty squares. The inner 'manual' circles were purposely shorter – sixty squares – to reflect the shorter formal educational life cycle.

Players travel around the board by throwing a die. In this way everybody progresses, but at a slightly different pace. In real life, this might be compared with an individual's 'biography'. Two players, on the same class route, might perform very differently. A player starts at birth. and passes through stages on the board, marked third, fifth, eighth, eleventh, fourteenth, sixteenth and eighteenth birthdays. On completion of the educational squares, the routes curve round to link with the birth or 'starting' squares with the words: "You get married and start a family. Your first child is born and begins the education game here." This intergenerational aspect has, of course, been highlighted in sociological literature, but it has the additional advantage of preventing the more 'forward players' from dropping out and disrupting the game. Opportunities are also provided for upward or downward social mobility to take place.

In addition, each class route has different advantages or hazards, devised to fit in with social and sociological knowledge of the real aids or obstacles facing children from different socio-economic backgrounds. Needless to say, the lower the social class, the more numerous the disadvantages.

Some of my square fillings were a trifle fanciful (e.g. "Your mother has read an article in a woman's magazine on the inadvisability of checking genital play, forward to 4") but a touch of facetiousness helps to excuse the artificiality of the game, and to make it more acceptable to sceptical players. Many of the squares, however, had serious implications and were meant to raise questions about particular sociological theories or findings. Students might have been puzzled to land on a square reading 'Bernstein approves of your 'universalistic' meanings, forward to 21', if they were following social class routes I and II, or 'Bernstein thinks you have a restricted linguistic code and that your language is context-bound, miss one throw', if they were following social class routes III, IV or V. Apart from the penalties of failing the eleven plus, or having circular 10/65 working in your favour, more particular sociological obstacles such as 'differentiation' and 'polarisation' also manifested themselves. But for those who would have needed to have these explained to them after the game, more straightforward squares were easily comprehended.

If you travelled along route V you might have been neglected by the baby minder, knocked down by a car while playing in the street, or excluded from school for having head lice. Even for those destined for a public school, the au pair nanny might unexpectedly leave, but generally your future would have been assured by private kindergarten, preparatory school, or extra tuition. If, with these advantages, you developed an appropriate 'presenting culture for public school', you were entitled to an extra throw. But you might lose out later, if you were averse to your duties as a fag, or if you developed acute anxiety about your masculinity.

### How the game has been used

I usually play the game as a second lesson in a series on the education system, or at least after a brief introduction. Students need to know a little about the classification of occupations and the relationship between work, education, and life chances, although this tends to be asserted spontaneously as the game progressed. The board is laid out on two or three tables or desks drawn together for the purpose and students are invited to gather round. About fifteen people may comfortably participate. I have found that it is more convenient for the teacher to allocate students to their 'social classes' and for a list to be drawn up of the throwing order (this is particularly necessary when students are expected to miss throws). In order to avoid playing congestion, it is best to throw in this order: I, II, III, IV, V, I, II, III, IV, V, etc., rather than to have three people throw in route I, followed by three in route II. Each student should write his name on his counter, which should match the colour of his route. As a result his upward or downward social mobility is more readily recognisable.

### Results

The game surpassed by expectations as a teaching aid. Students on Link courses, GCE O, A level, courses for teachers, and PGCE, would play contentedly for at least an hour, and, should the time limit be shorter, the game could be stopped to accord with the real life situation, where the 'game' is never neatly drawn to a close. Follow-up lessons could be derived from the game's many different 'leads', and discussion on the suitability or otherwise of including certain items would often continue for at least two sessions afterwards. I was also amazed at student involvement: there was a good deal of cheating to avoid downward social mobility. One young woman in an evening class actually burst into tears when she found she had ended up as an unskilled worker: and all in a game resembling **Snakes and Ladders**. When I've learnt how to play **Monolopy** I may work on another game.

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## NINE GRADED SIMULATIONS by Kenneth Jones

**They are published by Media Resources Centre,**
**ILEA**
**Highbury Station Road**
**London N1 1SB.**
**Tel: 01-226 9143**

The Nine Graded Simulations are sold in three batches of three. Each of the nine kits contains its own Controller's Notes, Notes for Participants, and realistic documentary type material. For example, the news agency tape, the handouts, and the listeners letters in Radio Covingham all look like the real thing.

As far as possible the simulations are open ended, with no 'right' answers, and evenly divided pros and cons. Also the participants can take an active role throughout – part-time roles and passive roles have been avoided.

The aim is to give practice in communication skills – discussing, arguing, reporting, interviewing, speaking in 'public' – in a wide range of roles and siutations, all relevant to the modern world. The participants find out for themselves how things happen in real life.

The 9 simulations are graded in order of difficulty and responsibility. In the second simulation, Front Page, the participants are members of a newsroom taking joint decisions about the make-up of their newspaper's front page, whereas in the eighth simulation, The Azim Crisis, they are individual statesmen or journalists having individual responsibilities.

The lowest age range is probably 14 – 15 years, and the material can be used up to university level. The teacher decides whether to use the simulation as a series, or whether to use them individually according to the subject area.

1. SURVIVAL There are survivors of a plane crash in Red Desert, and of a shipwreck in Shipwrecked. In both cases the group decides whether to go north, south, east or west, and when they have taken the decision they receive another map square from the Controller. Each map square represents a day's journey.

2. FRONT PAGE Sub-editors on a local newspaper make up the front page as news flows in. They select, but do not re-write stories. They write headlines. There is a deadline.

3. RADIO COVINGHAM Journalists on a local radio station produce a programme called "News and Views at 7". They receive all the handouts and listeners letters when they start, but news flows in gradually. They are encouraged to interview people connected with the news or views. There is a deadline.

4. PROPERTY TRIAL Legal officers (Blue Group) supervise the business and property dealings of the Red Group and the White Group. They are citizens of an imaginary country where an oil shortage and the annual budgets gradually favour

one group which accumulates wealth much faster than the other group. After several rounds of trading there is a public inquiry into the distribution and taxation of wealth in which participants give evidence and argue for or against changes.

5. APPOINTMENTS BOARD Members of a board interview candidates for the post of head of a comprehensive school. The profiles give the participant's basic views on two main issues – (a) discipline and (b) formal-informal teaching.

6. THE DOLPHIN PROJECT Town councillors and newspaper and radio journalists are concerned with a controversial project of a combined swimming pool and shopping centre. Representatives of the media compete with each other in the coverage of the story. Councillors are interviewed and meetings are reported. There are several deadlines.

7. AIRPORT CONTROVERSY There are various roles – government inspectors, local officials, residents, representatives of trade associations and airports, and journalists from newspapers and television. The first part deals with the campaigns for and against the proposal to extend the runway of a local airport so as to allow it to take medium range jet planes. The second part is the Government inquiry. There are deadlines for the media. There is a 'library' of documents – reports on noise, newspaper editorials, readers' letters, airport handbook, etc.

8. THE AZIM CRISIS Apart from the 'Control Team' each participant is either a statesman or a journalist. The journalists represent public opinion in their own country, and this can limit the actions of their own statesmen. There are five countries, and one of them, Azim, is an island divided between a majority and a minority community, with different languages, religions, and cultures. Azim has two teams of statemen and two teams of journalists. The simulation begins on the day after the leader of the majority community seizes dictatorial power. The documentary material includes extracts from all the morning newspapers of that day. The course of the simulation depends entirely on the participants.

9. ACTION FOR LIBEL The participants are either counsel or judges dealing with libel cases. Five cases (real ones) may be tried. There are no witnesses (to avoid part time roles) and no jury (to avoid passive roles). The facts of each case are agreed by both sides, the disagreement is about whether or not the words were defamatory, and whether or not there is an adequate defence – justification, privilege or fair comment. The documents include a brief guide to the law of libel, and several examples and precedents.

# BOOKS AND SOURCES OF INFORMATION ON GAMING AND SIMULATION

**Some relevant books include:**

1. Taylor & Walford. Simulation in the Classroom penguin 1972. 60p
   A useful first reference which considers the general issues and gives six examples in detail. Also contains a section on sources.

2. G.I. Gibbs (ed). Handbook of Games and Simulation Exercises. 1974. E. & F. Spon Ltd., 11 New Fetter Lane, London.
   The first register of educational games and simulations to be published in the UK, it contains some 2,000 references (not all social science), as well as details of magazines etc.

3. C. Longley (ed). Games and Simulations. BBC Publications. 1972.
   A very useful introduction, it also contains a list of games and simulations available. Unfortunately now out of print, but worth obtaining from a library if you haven't got a copy.

4. Elliott, Sumner & Waplington. Games and Simulations in the Classroom. (Schools Council Place, Time and Society 8–13 Project) Collins-ESL Bristol. 1975.
   A short booklet including sections on the 'why' and 'how' of using games and simulations, and on constructing and evaluating them.

5. Livingston and Stoll. Simulation Games: An Introduction for the Social Studies Teacher. Free Press.
   Includes a useful list of US games.

6. K. Champman. Guidelines for Using a Social Simulation/Game. 28pp mimeo. 1974. Available from Social Science Education Consortium Inc., 855 Broadway, Boulder, Colorado 80302, USA. Price one dollar forty plus postage.

**Some Useful Addresses include:**

Society for Academic Gaming and Simulation in Education and Training (SAGSET)
Hon Sec,
Centre for Extension Studies,
Loughborough University of Technology,
Loughborough, Leics LE11 3TU.
Membership £3.00 per annum. Has lists of games and simulations in economics, but not for other social sciences, and publishes a newsletter. The editors of the Social Science Teacher wish to express their thanks to SAGSET for their helpful response to queries in the course of producing this issue.

Simulations, Planning and Training Exercises Group (SPATE)
Hon Sec,
5 Birch Street,
Wigan, Greater Manchester.
Produces collections of simulation material by topic, e.g. personal relationships, socio-economic relationships.

Central Index of Games and Simulations (CIGS)
Bishop Grosseteste College,
Lincoln.

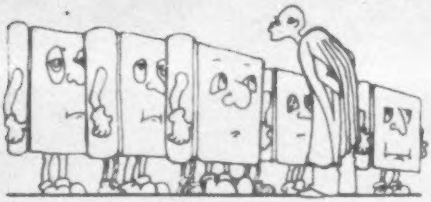
Games Central
55 Wheeler Street,
Canbridge, Mass 0438, USA
Produces a whole range of classroom games, including several anthropological ones. They are curiously reticent about giving information on their products – but we hope to review one or two in future editions.

Community Service Volunteers (CSV)
28 Commercial Road,
London E1.
Educational materials include the Iron and Steel Game, on locating a factory.

Academic Games Associates
850 Third Avenue,
New York, NY 1022, USA.
Produce amongst others 'Ghetto' on urban poverty.

**Lists of Games and Simulations for the Social Sciences**

We hope to make such lists available in the near future through the Resource Exchange. We would therefore be grateful if members would let us know of any games and simulations they have come across – both home-made and commercial – and also any comments they have as a result of using them.



# REVIEWS

**Reviews Editor: Helen Reynolds**

## MODERN SOCIETY by Jack Nobbs

**Published by George Allen and Unwin 1976**

This book, claimed by the publishers to be no less than "a major new textbook", is aimed at CSE pupils taking Social Science or Social Studies courses. The book is broken down into fourteen units, or chapters, covering such topics as government, education, and law and order, which are arranged in the book in five sections, Living with Others, Living in the Community, Living and Learning, Earning a Living, and Living in the World. The units are further sub-divided, thus in the section on Living with Others, under the unit on Marriage and the Family we find the headings: Marriage, Is there any future in marriage? Family cycles, Functions of the family, Setting up home, and Family problems. However the book does not appear to be over-structured, and I would suspect that these headings are more the result of Mr. Nobbs methodical approach to his work than of a desire to provide the pupil with a highly structured course. One must also bear in mind that CSE pupils are likely to benefit from the breakdown of chapters into smaller units which must serve to make the absorbing of new terms and concepts a less awe-inspiring task.

One of the strengths of this book is its use of numerous cartoons (many of which are extremely amusing) and photographs, as stimulus material. However, some of the captions leave a great deal to be desired as in the photograph which shows a group of young people sitting on the steps at the base of the Eros statue while a coloured road sweeper is at work, and with a policeman in the background, over the caption "Who is doing most for the community?" At the end of each unit there is a collection of exercises which starts with an "explain what is meant by" section, a case study, some follow-up work, some suggested activities, and a few CSE questions. The "explain what is meant by" section covers terms which have been introduced during the chapter, and which, when first introduced, appear in heavier print to assist the pupil and I personally feel that this is the least useful exercise in itself. The case studies are extremely good, usually down to earth and a very useful way of reinforcing points made during the chapter, particularly since case studies always seem to appeal to pupils so much. The follow-up questions are not usually open-ended but do allow the individual to use his/her own ideas and opinions, whereas the suggested activities encourage pupils to go outside the classroom to back up what they have studied during the lesson. The CSE questions will save many teachers from looking through collections of old papers but, again, I personally would prefer not to have seen them included in the book. These sections at the end of each unit can be looked upon either as a useful list of ways in which to keep the faster workers busy while the others catch up, or as a springboard from which pupils can be encouraged to leave the world of the textbook to study their lives and world, and those of others, using their own initiative in independent inquiry; either way it is a great help.

The book starts by looking at the individual, what makes an individual and so on, and dabbles in heredity, instinctive and learned behaviour, and even uses subliminal advertising as an example of people being changed by their experiences. It is particularly refreshing to see that Mr. Nobbs does not dodge the issues which confront pupils, and, as well as the standard textbook discussion of the problems of adolescence, he poses questions such as "would you describe your neighbourhood as working class or middle class?" Issues such as family problems are dealt with in a way which will surely appeal to pupils, with frankness, and many will surely identify with the problems he poses; the simple and clear language which is used, and the emphasis upon the pupils' opinions (for example he asks "would *you* like to live at the top of a block of high rise flats?") should involve all pupils in the work.

The book goes on to look at other aspects of living in the community, including a look at law and order, which one feels is somewhat limited in its outlook, urban life and population. The section on living and learning is interesting and stimulating and covers communication and the mass media (including some good work on advertising), youth, and education. However, I shall always remember this section for the splendid caption, underneath a picture of an open-air meeting, "Lord Soper communicates with the masses". Earning a living, one suspects, is a topic which is dear to Mr. Nobbs' heart in more than one sense, and, probably due to the author's interest in economics, it loses some of the vitality of the earlier chapters; it does become a little technical and one wonders whether the pupils will be all that stimulated by it. This section, incidentally, contains chapters on money, industry, and the British Economy. The book finishes with a section on Living in the World which has a very good unit/chapter on world problems which serves as a good introduction to the subject. However, the chapter on government is highly ethnocentric and, for a chapter in a section on living in the world, all but disregards every political system save the

British, with the normal superficial and facile summary of "totalitarianism".

On the whole I found this a useful and well written textbook which should prove a great help in developing an interest in social studies among pupils new to the subject. The layout is good and the index adequate, but the main strength of the book lies in the author's knowledge of the inadequacies of the traditional textbook and his attempt to overcome this.

Bob Stapley

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## COUNTER INFORMATION SERVICES. SOCIAL AUDIT

### Reports on the unexceptional face of capitalism

I would like to direct members attention to two series of publications which may have escaped their notice. Since both provide 'alternative' company reports this seems especially appropriate at a time when the C.B.I. is launching its 'Understanding British Industry Project' (Cf S.S.T.V.4.). The two series are the C.I.S. Anti-Reports, and Social Audit.

Counter Information Services is by its own designation 'a collective of journalists dedicated to publishing information not covered or collated by the established media. It is their aim to investigate the major social and economic institutions that govern our daily lives in order that the basic facts and assumptions behind them be as widely known as possible'. The reports produced by C.I.S. do indeed provide information and analyses which are not available in the company reports of the Investors' Chronicle. As I write I have before me the company report for Consolidated Goldfields Ltd. and the C.I.S. report on the same company – guess which gives me details of injuries, deaths, working and living conditions and wages for black workers. It is also interesting to learn just who are the shareholders in apartheid: 27 Labour controlled councils, 66 other local authorities, the Church of England, the Catholic Church, the Salvation Army, the U.S.P.G., the Presbyterians, the United Synagogues Trust, Doctor Barnardoes, R.S.P.B., Cheshire Homes, Battersea Dogs Home, 12 Hospitals, the Royal Colleges of Midwives, Pathologists, Surgeons, a host of Oxbridge Colleges, the Universities of London, Reading, Wales, Swansea and South Wales, Michael Meacher, Jo. Grimmond, Robert Carr, Enoch Powell, and 21 other M.P.s (1972).

The C.I.S. Report on Consolidated Goldfields is one of a series on particular companies. Others are G.E.C., Lucas, Unilever, Rio Tinto Zinc, British Leyland and Courtaulds. Each of these provides a historical background, a description of current activities, details of subsidiaries and interlocking ownership, shareholders, directors, cartel agreements, plant closures, redundancies, working conditions, environmental pollution and so on.

Other C.I.S. Reports focus on areas of economic activity. 'Business as Usual' is on account of International Banking in South Africa, 'The Oil Fix' focusses on the multi-national oil companies and their role in the 'fuel crisis': 'Your money and your life" is about Insurance Companies and Pension Funds including their involvement in South Africa and their role in the property bubble of the early 70s. (The latter should be read with Colenut "The Property Machine" Penguin 1976) The C.I.S. 'Crisis' series includes 'Who's next for the chop?' – the essential facts on unemployment; 'Cutting the Welfare State' (in conjunction with C.D.P.) and 'Women under Attack"; the effects of cuts in government spending and recession in industry on women.

The C.I.S. reports all market for well under a pound and despite their tendency to score cheap points off capitalism I've found them extremely useful. Rio Tinto Zinc, British Leyland and the admirable 'Recurrent Crisis of London' are currently out of print, but can be obtained as photo copies from C.I.S.

Social Audit is very much 'up-market' of C.I.S., more careful in its pronouncements and in this sense 'more reliable' and much more expensive. It began as a periodical stock into an occasional publications series. Unlike C.I.S. it finds it possible to elicit comments from the companies under study. The following Social Audits are available at present:

1973 'Tube Investments' £20.00.
1975 'The Lowson Empire' (Iowa Land Company/American Association. Unit and Investment Trusts) £1.50.
1975 'The Alkali Inspectorate' £1.50
1975 'Cable & Wireless Ltd' plus a piece on the Voluntary Code in advertising and its shortcomings – £2.00.
1974 'Coalite & Chemical Products Ltd' £2.00.
1976 'Avon Rubber Company' £4.50.
All prices net of postage.

C.I.S. Anti Reports are available from Counter Information Services, 9 Polar Street, London W.1 Telephone: 01-439 3764. at various prices or at £2.50 for the next six reports.

Social Audit. is available from Research Publications Services Ltd., Victoria Hall, East Greenwich, London S.E.10. ORF.

Roger Gomm

# RESOURCE EXCHANGE

**Organised by Roger Gomm**

The idea behind this scheme is that any useful teaching material — handouts, stimulus material, games, etc. produced by a social science teacher anywhere in the country should become swiftly available to his/her colleagues in other schools and colleges. This is an ideal! We hope we shall eventually include in the scheme several hundreds of items, and that these will constantly be added to and revised.

Perhaps it would be as well to say what the scheme is not. It is not intended that the items included shall be finished works of art: though we shall attempt to maintain a certain minimum standard. Nor is it intended that the scheme will provide 'ready-made' lessons, or 'model answers'. Nonetheless, we can all benefit by having a look at what other teachers consider an appropriate approach to a particular topic, theme, or concept. The success of the scheme depends entirely upon the response of ATSS members, for if you don't send in your materials for inclusion in the scheme — it won't even exist. We can't afford to pay you, so you'll get nothing but thanks. Though if you want to reserve copyright (perhaps you've toyed with the idea of having some work published in the future) just let us know. Basically what we want is for you to send in materials you have produced, together with a few lines of description. The items will be listed in subsequent issues of the Social Science Teacher, together with the description, and interested teachers can then write in for copies.

The response to the lists of items in recent issues has been very encouraging. Over one hundred members have written in for items, and about forty of them have either contributed items of their own or have promised to do so. We have now made arrangements for the Social Studies, Anthropology, and Environmental Studies aspects of the scheme, and we hope to include an increasing number of items in these fields. Arrangements are in hand to include items in the fields of psychology and economics.

Our thanks to everyone for orders and contributions. With so many letters to deal with there are some delays in both thanking people for material and in sending off orders, so please be patient with us. Some material is not being used because of unsuitable format, e.g. note form or too much copyright material included or overlaps with other banked items. Current gaps in the Sociology section include: education (strangely neglected,) and deviance, (in all lurid forms,) religion and the mass media.

So far, all items included in the scheme have been duplicated handouts. We hope to widen the scheme in the near future to include a greater range of materials including slides and resource guides.

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121. Kit for making juvenile delinquency simulation mentioned in 'Briefings No. 3'. Contains information on the workings of the Children and Young Persons' Act 1969. Instructions for making and using simulation (3 items).
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The journal is intended to provide an information service for social science teachers. The magazine contains news items, letters, articles, reviews and advertisements. Common themes include the theory of teaching the social sciences, teaching methods, latest ideas in the field of social science, teaching notes, and reviews of books, curriculum projects, and visual aids, etc.

**The Social Science Teacher** is issued free to members of the Association (50p an extra copy) and is 75p to non-members, and is published five times a year.

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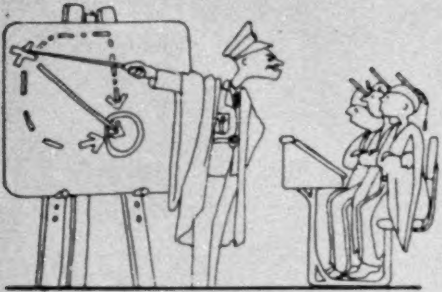

# BRIEFINGS

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# CLARIFYING VALUES IN THE CLASSROOM: SOME TEACHING STRATEGIES

by James McKernan

(The New University of Ulster)

### Introduction

The topic of values in the curriculum has been receiving increasing attention. Few educators dispute the importance of doing something about values, yet few have been able to identify what to do. With a few notable exceptions,[1] educators have given very little attention to the conceptualisation of a sound rationale for dealing with value-laden issues in the classroom, and seldom can one find a set of teaching strategies and procedures for handling values at the teacher-pupil interface.

Let's begin by getting clear what we mean when we speak about values. A *value* is something that is desirable or has worth. *To value* is to rate something highly. What may be of value to one person may not have value for another. For example, a religious man may value salvation, while an atheist believes salvation to be unimportant; that is, it has no value for the atheist as a standard to guide his life. In this sense, we may say that values are those elements that show how a person has decided to live his life. Although all people do not hold the same values, the values of each person are important because they influence and guide human behaviour.

### 1. Values-Clarification

The values-clarification approach attempts to have pupils think through value issues for themselves and tries to help young people to build their own set of values. Values-clarification does not concern itself so much with the *content* of values; that is, with the particular values that a young person holds, rather with the *process* of valuing. The intent is to give youngsters experience in clarifying values by using teaching strategies that focus on the process of valuing.

### 2. The Valuing Process

According to Raths,[2] the valuing process is comprised of three major elements: Choosing, Prizing, and Acting. These three elements are further divided into seven sub-processes. In order to assist pupils in clarifying values, teachers are urged to provide pupils with experiences in

A. CHOOSING one's behaviours and beliefs:
1. **Choosing freely**: for something to count as a value it must be the result of free choice.
2. **Choosing from alternatives**: for choice-making to have meaning there must be alternatives from which to choose. In the absence of alternatives there can be no choice.
3. **Choosing after thoughtful consideration of the consequences**: If our values are to guide behaviour they must be chosen carefully and intelligently. We must constantly evaluate and judge our choices.

B. PRIZING one's beliefs and behaviours:
4. **Prizing and cherishing**: if values are to retain any import in our lives we must hold them in esteem. Values are those choices that we are proud to hold.
5. **Affirming publicly**: values that have been chosen thoughtfully and freely are ones the individual will admit publicly.

C. ACTING on one's beliefs:
6. **Acting**: values are reflected in behaviour. To value something is to believe that a certain mode of conduct, or desirable end-state of existence is preferable to an alternative mode of conduct or end-state of existence,[3] and to act upon that belief.
7. **Acting repeatedly**: a single act does not constitute a value. For something to count as a value it must reappear in one's behaviour. We celebrate our values through our actions. Values have the character of persistency about them.

Collectively, these seven sub-processes define the valuing process. For values-clarification to be successful the teacher should observe the following principles of procedure:

1. encourage pupils to make choices, and make them freely;
2. help pupils to discover and examine available alternatives when faced with choices;
3. help pupils weigh alternatives thoughtfully, reflecting upon the consequences of each;
4. encourage pupils to consider what it is that they prize and cherish;
5. give pupils opportunities to make public affirmations of their choices;
6. encourage pupils to act and behave in accordance with their choices;
7. help pupils to examine repeated behaviour patterns in their lives.

The strategies that follow are practical activities designed to engage both teachers and pupils in the valuing process. Some teachers set aside a certain amount of time each day or each week for values-clarification. Another approach is to incorporate value-clarifying strategies into standard subject matter e.g. when dealing with controversial issues in humanities or social studies. These are only a sample of such strategies. Teachers are encouraged to develop their own strategies by focussing upon the processes of choosing, prizing and acting. It is important to note that teachers should always respect the right of the pupil to "pass" in a discussion whenever the pupil does not wish to respond. In this paper I have attempted to provide one strategy for each of the seven parts of the valuing process.

### 1. Choosing freely
**Strategy 1 Put Yourself In His Shoes**

**Purpose**
This strategy gives pupils practice in choosing when faced with a difficult decision. In making their choice, pupils will have to examine their feelings and beliefs.

**Procedure**
This activity may be presented in the form of a pupil work sheet, or it can be read orally to the class. Once the pupils have listed their choices, discussion can follow on the decision that has been reached.

**Put Yourself In His Shoes**
John is twelve years old and cannot remember a time when has not known Constable Kelly. His family and the Kelly family have lived side by side since before John was born. The two families are not only neighbours, but friends.

Constable Kelly often greets John with a cheerful "Hello". John still remembers how Constable Kelly would take a few minutes out to play football with the lads.

John knew that Constable Kelly was sometimes involved in dealing with crime, but this did not affect his feelings about his neighbour.

Last September John began to attend the local secondary school. His new friends at the school do not like policemen. They call them names and sometimes throw stones at them. John wants his new friends to like him, but he also wants to be friendly with Constable Kelly. But even worse, how can he remain silent if his friends should insult Constable Kelly?

1. What should John do in this situation?
2. What things must John think about before making a decision?
3. Make a list of the choices that John has.
4. What would you do in his place?

### 2. Choosing from alternatives
Strategy 2 **Brainstroming**

**Purpose**
This strategy is particularly useful for eliciting alternative solutions to some problem. Brainstorming is widely used as a problem-solving tool. It encourages participants to use their imaginations and to be creative.

**Procedure**
Certain rules must be observed when brainstorming:

1. No evaluation is allowed in a thinking-up session. If one judges and evaluates as they are thought up, people tend to become more concerned with defending their ideas than with thinking up new and better ones. Evaluation must be ruled out.
2. Everyone is encouraged to think up as wild ideas as possible. It is easier to tame down a wild idea than to pep up a bland idea. In fact, if wild ideas are not forthcoming in a brainstorming session this can usually be interpreted as evidence that the participants are censoring their ideas.
3. Quantity of ideas is to be encouraged. This assumption is based on the notion that quantity breeds quality.
4. Pupils are encouraged to build upon or modify the ideas of others. Combining or modifying previously suggested ideas often leads to new ideas that are superior to those that went before.

Brainstorming can be used as an activity in and of itself, or it can be used in conjunction with some of the previous strategies. e.g. as a method for finding solutions to some problem situation that has come to an impasse. There are many topics for brainstorming — both serious and humorous. Here are several examples:

1. How many ways can you think of to make this classroom a happier, more enjoyable place to be?
2. You are stranded on an unchartered island with only a Coke bottle. How many ways can you put the Coke bottle to work for you?
3. How many ways can Catholics and Protestants improve community relations in Northern Ireland?

The teacher should allow the pupils about five minutes to brainstorm. The teacher can list

## What Do I Value?

**Things I like to do**

In the first column of the chart below list 20 things that you really like to do. They need not be in any order; do it quickly. This is a private list, so you can put down things you enjoy, that make you happy, that are fun, that make you feel good.

| 20 things I like to do | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
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| 16 | | | | | | | | | |
| 17 | | | | | | | | | |
| 18 | | | | | | | | | |
| 19 | | | | | | | | | |
| 20 | | | | | | | | | |

Your teacher will explain how to fill in the other columns.
What did you find out about yourself?

I learned that

I was rather surprised that

**5. Publicly affirming**
**Strategy 5 Public Interview**

**Purpose**
This strategy gives the pupil the opportunity to publicly affirm and explain his stand on various issues.

**Procedure**
The teacher asks for volunteers who would like to be interviewed individually and publicly about their beliefs, feelings and behaviour. The volunteer sits on a chair in front of the class, and the teacher moves to the back of the room and asks questions from there. There are no hard and fast rules. The following are possible ones. These (or others) should be made clear to the pupils at the beginning.

1. Personal information, values and beliefs are to be discussed and shared on a *voluntary* basis.
2. It should be pointed out that the interview is not a place for heated arguments or debate. It is essential to respect each other's right to live differently and value differently.

The questions should deal with the family, friends, interests, beliefs, hopes, aspirations etc. The pupil has the option of not answering a question that he regards as inappropriate by saying "I pass". He may also demand the purpose of the question before answering it. The interview is over when the teacher ceases to question, or when the pupil indicates that he is not prepared to answer any further questions.

The Public Interview is used to great advantage at the beginning of a school year as it affords an excellent opportunity for pupils to get to know each other. Interviews should be kept brief, unless the interest level of the pupils indicates that it should go on longer. The teacher might use questions suggested here, or make up a list of his own. Pupils should be free to select the topic they wish to be questioned on.

1. What are three things that you are good at doing?
2. What are some of your favourite foods?
3. What are your favourite television programmes?
4. Are your friends interested in the same hobbies as yourself?
5. If you had £50 to spend as you pleased, what would you buy?
6. Name some of the things that you are proud of.
7. Why did you choose these particular things?
8. Do you act upon these things frequently?
9. Would you bring up your children differently from the way you were brought up?
10. What qualities would you like to find in a friend?
11. What do you find hardest about school as it is?
12. If you had the power to change the world in three ways what changes would you make?
13. What are you saving money for?
14. Are you more or less religious than you were two years ago?
15. What are some things that you really believe in?
16. Describe the best teacher you ever had.
17. Do you feel satisfied with your life?
18. What will you do when you leave school?

**6. Acting**
**Strategy 6 Standing Up For Your Beliefs**

**Purpose**
This strategy provides pupils with the opportunity to take a stand upon some controversial public issue. This strategy should provide the basis for a discussion of controversial issues.

**Procedure**
The teacher divides the class into small groups of four or five pupils. Each group is assigned or chooses some controversial issue. The teacher should point out that a controversial issue involves a problem about which different individuals urge conflicting courses of action. It is an issue which has divided the community and for which no solution has been found that can be universally accepted. Some sample issues are:

TERRORISM IN NORTHERN IRELAND
ABORTION IN SOCIETY
LEGALISATION OF DRUGS
NATIONALISATION OF INDUSTRY
DIVORCE
RACIAL DISCRIMINATION

The teacher asks each group, or individual to construct a slogan about that issue on a large placard or piece of paper. Students then hold a demonstration, by walking around the room (or school) carrying their signs above their heads so that everyone can read them. After the demonstration, the signs can be taped to the classroom walls. Discussion of each issue should follow this activity. Pupils can draw up petitions and collect signatures supporting their issue. Another activity might be for pupils to write "Letters to the Editor" explaining their position.

**7. Acting repeatedly**
**Strategy 7 Action Contracts**

**Purpose**
This strategy is designed to give pupils the opportunity of acting upon those things they feel strongly about. It helps to close the gap between talking about an issue and acting upon it.

### Procedure

The teacher explains that the purpose of the activity is for the pupil to make a contract with himself about some change that the pupil desires to make in his life. The teacher should explain that this action strategy helps the pupil put theory into practice. The teacher should explain that it concerns those things which are realistic and achievable. The teacher indicates that the contract is a formal document signed by the pupil and a witness. For example, perhaps the pupil might want to do something about ecology, he might make a contract which reads: "For the next month, I will collect every piece of litter that I see on the way to and from school, thus cutting down the litter problem", or, "For the next week I will adopt a more considerate way of life".

Action contracts can be made about any area of life which is important to the pupil. After about a week the class can take time to share and discuss their contracts and how well they have managed to keep them.

The teacher should also participate in this activity. The teacher can report on his own individual efforts, thus encouraging the pupils to work at their contracts.

Pupils often make unrealistic contracts which are impossible to keep. The teacher must encourage pupils to be realistic, and to only make contracts which they are able to complete. The key ideas are that they be simple, direct and achieveable. The following is a sample contract.

### Action Contract

I ______________________________

(pupil name)

make this contract
that by

______________________________

(due date)

I will live by the following resolution:

______________________________

______________________________

______________________________

I will give a copy of this to

______________________________

(name of contract holder)

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### References

1. Among the exceptions are the following:

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3. For a thorough treatment of the value concept see: Rockeach, Milton. **The Nature of Human Values.** London, Collier-Macmillan, 1973, p.5.

The Briefings Series is edited by Roland Meighan, School of Education, University of Birmingham, Birmingham B15 2TT, England.

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ASSOCIATION FOR THE TEACHING OF THE SOCIAL SCIENCES

# THE SOCIAL SCIENCE TEACHER

VOL.6 No.2 NOVEMBER 1976

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Journal of the Association for the Teaching of the Social Sciences Vol. 6, No. 2

Edited by Roland Meighan and Frank Reeves

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Views expressed in contributions to this journal do not necessarily represent the view of A.T.S.S. or the editors. The journal provides opportunities for the expression of divergent ideas and opinions.

# EDITORIAL

It seems that in developing students' social skills, teachers — particularly social studies teachers — have been over-successful, and that the public have a responsibility to see this doesn't go too far. Callaghan's Ruskin speech argued the need for a balance between social and vocational education: "There is no virtue", we were told "in producing socially well-adjusted members of society who are unemployed because they do not have the skills". Hopefully, the fully-trained 20,000 unemployed teachers are still well-adjusted, and the young people with the requisite number of CSE's or GCE's who couldn't get apprenticeships have now found work in industry that makes full use of their education.

Voicing the view that there was "insufficient co-ordination between schools and industry", Callaghan was trusting in his national audience's deepseated conception of a consensus model of society when he raised doubts about education's contribution to UK Limited. With approval, the Prime Minister quoted Tawney: "What a wise parent would wish for his children, so the state must wish for all its children". But obviously, it never occurred to him that the state, industry, and his own government might not, in fact, reflect the interests of the wise parent. After all, in the same week, the CBI called for a £3,000 million cut in public expenditure. A wise parent does not knowingly deprive his children of educational toys.

One of the problems that all teachers face is that of conflicting interests. The good social studies teacher long ago began to see the dangers of educating for social control. For him the dichotomy was never between social and vocational education, but between the interests of the student as an autonomous rational being capable of deciding on his own future, and those powerful others, who for their own advantage, sought to impose on him the way he should think and act. Education is, as Callaghan proclaimed, a matter of preparing future generations for life, but this task cannot necessarily be reduced to "fitting" people into a job, or "role allocation" as Parsons would put it.

The social science teacher in helping the student to pursue the elusive truth about his social world, to see through "the facades of social structures," must stand in opposition to these who presume, without question, that appearance is reality, and that the needs of the economy today are the needs of the generation of tomorrow. Naturally, a consensus society requires consensus views to support it, and those socratic teachers who do not articulate or inculcate them as a matter of course, will be viewed with suspicion. (It is salutory in this respect to read the letter in this edition about the situation in West Germany.) Nevertheless, if social philosophy and social science teaching is not to become social ideology, the pedagogue's freedom must be actively maintained.

Any discussion about core curricula, examination systems and improved relationships with industry must begin at this point. Will the alternatives being proposed improve educational standards generally and social science teaching in particular? No doubt some kind of core curriculum of English, maths and religious education already exists, but will social science be included in any future proposal? Physical science, technology and a foreign language, together with troops of other disciplines, supported by their pressure groups, may enter a bitter contest for precious time. If there is to be a core curriculum, and the pros and cons of this proposal have to be weighed very carefully, then the social science teachers must declare an interest.

But how detailed are the syllabuses of the core to be, and what will be left to the students and teachers to decide? This question is crucial in any discussion about the future of the examination system, with its attendant mythology of declining national standards and the dominant role of the GCE boards. The importance of Mode III, the stultifying effect on creative development in social science of Mode I examinations, particularly at Advanced level must strengthen the argument for more teacher participation in assessment. The control of the curriculum and of assessment are two sides of the same coin.

Derek Morrel who helped in the setting up of the Schools Council is quoted approvingly by Sir Alec Clegg (TES 22.10.76):

> "When I was at the Schools Council I should have found it difficult to perceive, as I now do, that the curriculum, if it exists at all, is a structure erected on the basis of personal relationships. I should have found it difficult to assert, as again I do, that in the curriculum we are concerned with human beings who see feeling and aspirations as far more real and immediately important to them than the cognitive development which is the educator's stock in trade."

The criticism that teachers for too long have taught subject matter rather than the student may be viewed as old-hat idealism, but their job of mediating between a body of knowledge and the student's world will undoubtedly become more difficult if the control of curriculum and assessment is removed from their grasp. It is not that those who make decisions at a distance are unaware of what they are doing. Rather they are less likely to put the students' interests above all others.

If teaching "what society needs" entailed developing "the individual student's full potential", then we could ignore this hypostasis of "society". Unfortunately, Callaghan's "society" might not be ours or our students. Although the Prime Minister was seeking to start a debate, he claimed that if "everything is reduced to such phrases as educational freedom versus state control we shall get nowhere". It may be better to get nowhere than to be taken somewhere against our will.

## PRIVATE EYE INVESTIGATES A LEVEL SOCIOLOGY

We reproduce the story of the man investigated by his employer for studying GCE A level sociology id political studies!

# WATCH OUT – PRIVATE EYE AT WORK

Extraordinary goings on have come to light at ie firm GAF Ltd., Birmingham. At an unfair ismissal tribunal hearing the personnel manager lmitted that he had ordered "an investigation" ito a TASS member's political background. The eason given was that the member was studying 'A' vel sociology and political studies and was a keen ade unionist.

The use of a private detective agency had, so ie firm claimed nothing to do with the sacking of ie member, who happened to be the chairman of ie TASS office committee, despite the fact that e was the only one to be declared redundant.

The tribunal unfortunately found that our member had been dismissed because he was redundant. Our members at the firm were out on strike for about 3½ weeks in support of their colleague.

TASS is blacking the firm's products (photocopying and drawing office reproduction equipment).

**Members are asked to see that GAF products are not used in their firms.**

The question of the political spying on our member is being taken up with the appropriate quarters.

GAF Ltd. is the British subsidiary of an American owned firm.

*From TASS (Technical, Administrative and Supervisory Section of the Amalgamated Union of Engineering Workers) Journal Sept. 1976*

FR RM

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## OCIOLOGY: THE CHOICE AT A LEVEL

**dited by Geoff Whitty and Denis Gleeson**
**or the Association for the Teaching of the**
**ocial Sciences**

ince its inception in the mid-1960s, A level ociology has become an immensely popular ubject, particularly in Colleges of Further ducation but also, increasingly, in schools. Five f the major examination boards now offer xaminations in Sociology at this level, yet it ontinues to create considerable controversy in nany circles. This book concentrates particularly pon those issues facing teachers who are involved r interested in teaching A level Sociology. What re the differences between the various syllabuses? 'o what extent is there unnecessary duplication etween them? Do any of them offer an opportunity o reassess the conventional relationship between eachers, students and examiners? Does A level ociology encourage students to engage more ritically and actively in the world they live in?

This book focuses upon recent developments and future possibilities in the teaching, learning and assessment of Advanced Level Sociology. Based upon the proceedings of the ATSS Conference, **Sociology in the Social Sciences, 16-19,** it gathers together information and comment on the various syllabuses now available and looks forward to possible future developments.

The book offers readers an insight into the views of examiners and practising teachers on these and related issues, and presents for scrutiny the various syllabuses, reading lists and examination papers. It also considers the proposals of two groups of teachers whose answers to questions like those posed here have led them to formulate their own alternatives in the form of a Mode 3 A level Sociology syllabus and a scheme for an Integrated Social Sciences A level.

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# ATSS NEWS

**Compiled by Chris Brown**

## THE ANNUAL GENERAL MEETING

The weekend conference at West Midlands College in September passed off successfully – on the one hand nobody drowned in the swimming pool and on the other a pair of trousers was left in one of the rooms! The conference had its share of debate and argument as well as humour and entertainment. But perhaps just as important was that some people said they found elements of the conference helpful.

Since the AGM was embedded in the conference it was a lengthier, better attended and more lively affair than most AGM's. The issue which excited most passion was the election of the President and Vice-Presidents. Neither Gerry Fowler, Jean la Fontaine or James Hemmings were elected without opposition and Philip Abrams was not elected at all. One outcome of this debate was the setting up of a working party to consider the procedures for electing future presidents and vice-presidents. This group will report to the next AGM. All members who are interested and would like to comment on this issue are asked to communicate with the chairman of the working party, Ian Miles of Thomas Bennett School, Crawley. His home address is 21 Aintree Road, Furnace Green, Crawley, Sussex.

## NEW OFFICERS

Two new officers were elected at the AGM. John Astley becomes Vice-Chairman. He has been an active member of the Oxford Branch Committee for several years and teaches at Oxford CFE. His main job is to oversee the general administration and development of the Association. Annie Spencer, who takes over as Assistant Secretary, taught until recently at Kirkby CFE, Liverpool and was secretary of the Merseyside Group. She has now 'retired' to a Yorkshire village and does some part-time lecturing and research. She will take over the administration of the Council and act as secretary to the two Executive sub-committees.

## MEMBERSHIP

The processing of membership applications and renewals is now being undetaken by Lorraine Judge, who is a member of the newly established and very active ATSS Group in Scotland and who teaches at Reid Kerr College, Paisley. Please send changes of address and any queries about membership status etc. direct to Lorraine. Her address is 10 Spiers Road., Lochwinnoch, Renfrewshire, Scotland.

At the AGM the student subscription was raised to £2 with immediate effect.

## THE CONSTITUTION

The main effect of the constitutional amendments approved at the AGM is to reduce the Executive sub-committees from four to two. One will deal with all matters relating to publications and is chaired by Roland Meighan as General Editor. The other brings together all those engaged in running the Association such as branch development officer, press officer etc. This is chaired by John Astley. The previous arrangements did not seem to work too well and we hope the new streamlined committees will be more effective and leave the Executive free to discuss general policy issues. At a time when the 'hidden garden' of the curriculum has become a public park, it is even more important that the ATSS Executive has the capacity to react swiftly in the interest of social science teachers.

## PROJECTS ON INDUSTRY

We should like to draw members' attention to the current plethora of curriculum projects on industry. Many will know the Warwick Understanding Industrial Society Project which was featured in Vol.5, No. 4 of this journal. The same volume carried a note of a new project funded by the CBI called the Understanding British Industry Project. This one must not be confused with another project established recently called the Schools Council Industry Project of which Martin Lightfoot has recently been appointed director.

The Schools Council project is in association with both the CBI and the TUC. Between them the two projects have nearly half a million pounds to spend – this at a time when other curriculum development has been all but stopped. ATSS has asked the CBI why they feel it necessary to duplicate the Schools Council project.

## ATSS SOCIAL STUDIES PROJECT 13–16

Our own humble proposals have been endorsed by the School Council Scoial Sciences Committee and they now go forward for further negotiations within Schools Council. A co-ordinator for the project will be selected shortly by the Executive and a co-ordinating committee is being set up. We have been asked to associate other subject associations with the project, which is an eminently sensible idea, and in particular the Programme for Political Education and the Economics 14–16 Project (see SST, Vol. 6 No. 1, p. 3) are to be closely involved.

## NATIONAL ASSOCIATION FOR RACE RELATIONS TEACHING AND ACTION RESEARCH

NARTAR came into being in January 1976. It was formed as a result of the SSRC and Calouste Gulbenkian Foundation Projects which attempted to study 'The Problems and Effects of Teaching About Race Relations'. These projects sought to explore the actualities of the classroom through the eyes of the teacher concerned, rather than to offer a prescriptive approach. As it operated at a national level, both multi-racial and non-multi-racial schools were involved. The findings which resulted suggest that:

- Without some teaching in the area of race relations pupils aged 14–15 years tend to show an increase in intolerance towards other ethnic groups.
- Converseley, teaching in the area of race relations tends to lessen this process and may increase tolerance towards other ethnic groups.
- No one teaching strategy is necessarily more effective than another.
- Importance lies in the sensitivity and self-awareness of the teacher in matching approaches to particular situations.

If the above findings are accepted, it then seems to follow that any dissemination must be based on teacher experience. The Association has been set up to further this aim. It will try to make available to colleagues in schools and colleges the corporate experiences gained by participation in the projects through the use of conferences and workshop situations. It will also attempt to provide opportunities for the development and support of teachers who undertake teaching in this area.

It is planned that a collection of teaching materials, based on those used in the projects, will be made available. If these are published, then the royalties would be used to hep to sustain the national programme of dissemination under the direction of a national committee.

Further details can be obtained from The Secretary, Alison Stewart, Yew Tree High School, Wythenshawe, Manchester M23 0DD.

## NEW JMB SYLLABUSES

The Joint Matriculation Board have recently circulated some drafts of proposed new syllabuses "designed to meet as far as possible both the needs of sixth-form students for whom Advanced levels are not appropriate and also the needs of students in Further Education." The five syllabuses in circulation – Archeology, Local History, Industrial Studies, Psychology and Social Administration – are intended to be particularly suitable for FE students and mature students.

ATSS is naturally interested in the Industrial Studies, Psychology and Social Administration syllabuses and we were represented at a meeting held in October to discuss them. ATSS has also sent a letter to JMB querying the distinction which they seem to be making between FE students and students in schools. We have also suggested that the time is ripe to consider a social anthropology syllabus and to implement the proposals of the Board's own working party for an Integrated Social Sciences syllabus. More details of the new syllabuses can be obtained from Mr. C. Vickerman, JMB, Manchester M15 6EU.

## SOCIETY TODAY

Most members will by now have seen IPC's new forthnightly magazine for social science students. It is clearly aimed mainly at A-level Sociology but students of Politics & Government and possibly Economics & Psychology will find it helpful. The combination of popular commercial journalism with the sort of academic approach required at A-level is obviously fraught with dangers – there is both superficiality and questionable sociology in the first issue which is on the theme of Prejudice; the second issue on Power should be a real test. However, the provision of helpful background information supplemented by the occasional help with conceptual understanding should ensure that the new journal proves popular.

The price of 20p is reasonable in these times but aspects of the terms of sale are causing concern to some ATSS members. They feel that teachers are being blackmailed into acting as unpaid salesmen for IPC and that individual subscriptions are too expensive to be an alternative way of getting the magazine for the average student. ATSS has written to Society Today urging that normal availability through newsagents should be possible.

## WORLD STUDIES PROJECT

This project began in 1973 and was then financed by the Leverhulme Trust. It now receives a grant from the DES and it has just published a book with the title: Learning for Change in World Society. The book aims to be a resource for teachers in secondary schools who teach about contemporary world affairs. Topics covered include: bias and prejudice, the causes of poverty, and oppression and human rights. The main section of the book is a survey of practical methods and exercises "which can be used in classrooms for bringing abstract issues down to earth". The price is £1.75 and it can be obtained from World Studies Project, 24 Palace Chambers, Bridge Street, London SW1.

## DIARY DATES

Dec

1 Essex ATSS. 6th Form Conference on Deviance with Stan Cohen, Prof. of Sociology at the University of Essex. S.E. Essex Sixth Form College, South Barnfleet

4 W.Midlands ATSS. RE and Social Science. University of Birmingham School of Education. 10.00.

Jan

3/8 Management and Organisation of Sociology Studies in FE. FE Staff College, Coombe Lodge, Blagdon, Avon. Further details from the College.

4/7 Centre for Environmental Studies. Residential Conference on themes of Social Change, Housing & the State and Community Action & the Local Authority. University of York. Details from Melanie Metcalfe, CES, 62 Chandos Place, London WC2N 4HH.

4/8 The Middle Class in Mass Politics. Includes papers by Ivor Crewe, Tom Nossiter and Frank Parkin. Salford University. Details from David Jary, Dept. of Sociological and Political Studies, University of Salford, Salford M5 4WT.

Feb
26 W.Midlands Politics and Economics Associations. Curriculum Projects in Economics and Politics. University of Birmingham School of Education.

Mar
26 W.Midlands ATSS. Socialisation. University of Birmingham School of Education. 10.00.

28/
Apr
1 British Sociological Association. Annual Conference. Power and the State. University of Sheffield. Details from BSA, 13 Endsleigh St., London WC1 0DJ.

12/ ATSS Easter Course. Social Studies and
16 Humanities in the Middle and Secondary School. Loughborough College of Education.

15/ Economics Association. Annual Conference.
18 Durham University.

May
14 W.Midlands ATSS. Social Science and Humanities. University of Birmingham School of Education. 10.00.

### ECONOMICS. VOL. XII, PART 3.
### AUTUMN 1976

After the last issue of the Social Science Teacher, ATSS members are now surely to be found playing non-stop games with their students. However, this issue of Economics contains a sober note on gaming. It is an attempted evaluation of the Reading University Schools Game. Personally I have no idea what this game is but presumably it is well known amongst economics teachers because it is not explained in the article. Nevertheless, the article includes a well-informed discussion of evaluating games in general and will prove of interest beyond economics. Economics is available from the General Secy., Economics Association, Room 340, Hamilton House, Mabledon Place, London WC1H 9BH.

Len Law, ATSS representative on and Hon. Sec. of SCOS, writes:

S.C.O.S. (the Standing Committee of Sociologists) is a committee which attempts to co-ordinate and negotiate between the various more specialised organisations to which those who identify with the label 'sociologist' belong. At the moment it includes representatives from mainly teaching organisations; The British Sociological Association, Sociologists in Polytechnics, The Sociology Section of the old Association of Teachers in Colleges and Departments of Education (though the status of this organisation is now in some dispute given the recent merger of ATCDE and the ATTI into NATFHE), and the ATSS; though it is hoped that in the future the Committee will also have representatives from other organisaed groups in the Civil Service and Research sectors.

As stated above, our main aim is to bring some co-ordination between the activities of our various bodies, to stop unnecessary duplication of effort, and to act as a barrier at a time when the interests of our separate organisations clash, and to the degree that this happens we have been relatively successful. Well, at least all the organisations concerned are now aware of the aims and positions that the others are likely to take on a given issue.

We have also been reasonably successful in cementing the relationships between our organisations at Executive Committee level inasmuch as they are now all entitled to send co-opted representatives to BSA Executive meetings. It is hoped that reciprocal arrangements might still be made in the future.

The Committee has also originated activity when it was thought necessary. At the moment we are attempting to do something about the lamentable state of teacher training for future Sociology teachers, trying to make some progress in Scotland towards the introduction of Sociology within the school curriculum, organising with the BSA and BBC a possible series of lectures, and also trying to get a couple of conferences off the ground. Though it must be emphasised that our main aim is to produce a situation where the various organisations represented have to some degree interlocking executive committee's thereby making our own efforts unnecessary. It is to this extent, only, that we are really a self destructive organisation.

Mick Roebuck, secretary of the ATSS Group in Scotland, writes:

Although the difficulties of establishing a full ATSS branch in Scotland are becoming ever more apparent, those who attended a meeting at Moray House in October were not deterred. In fact it was a very constructive gathering and a number of important activities have been set in motion. Approaches are to be made to the Modern Studies Association to explore common ground. It is also intended to prepare an ATSS reply to Curriculum Paper 15 on Social Studies in schools; in this document the existence of sociology, social anthropology and psychology are barely given recognition.

The meeting also decided to branch out in several directions geographically. An Edinburgh group is planned to meet shortly to discuss "Teaching Deviance" using Roger Gomm's excellent paper as a basis for discussion. These meetings it is hoped will take place on a regular basis. Meanwhile Lorraine Judge hopes to establish a similar group in the west.

## MINUTES OF THE ANNUAL GENERAL MEETING OF THE ATSS HELD ON SEPTEMBER 18th 1976 AT WEST MIDLANDS COLLEGE, WALSALL

1. Apologies were received from Joan Poulter and Geoff Whitty.
2. The Minutes of the meeting held on April 20th were approved as a correct record.
3. The report of the Council was received.
   3.1 It was stated that an investigation into the reasons why subscriptions are not renewed would be undertaken by the Research Committee in the Autumn.
   3.2 A comment was made to the effect that The Social Science Teacher did not contain enough pre-A level material. It was felt that more contributions were wanted from secondary social science teachers. Helen Reynolds asked for material on sex roles for a future edition of the journal.
   3.3 Roger Gomm discussed the difficulties in running the Resources Exchange Scheme. He felt that with a better structure the scheme could be vastly improved.
   3.4 It was agreed that the outcome of discussions in the Publications Sub-Committee concerning a proposed new series of publications called Guidelines would be reported in the journal.
   3.5 Barry Dufour outlined the structure of the 1977 Easter courses and said that he hoped it would not exclude FE members.
4. The Accounts for 1975/6 were received.
5. The secretary introduced a budget for 1976/7. He admitted that it was somewhat crude but he felt that a start had to be made on stricter financial control in the Association. The following budget was approved:

| *Income* | £ |
|---|---|
| Membership subscriptions | 5,400 |
| Publications | 300 |
| Conferences | 100 |
| Advertising | 500 |
| TOTAL | 6,300 |
| *Expenditure* | £ |
| Publications | 3,000 |
| Post and Stationery | 1,000 |
| Branches | 350 |
| Panels expenses | 200 |
| Council expenses | 150 |
| Executive expenses | 200 |
| Chairman's expenses | 100 |
| Publicity | 300 |
| Miscellaneous expenses | 250 |
| TOTAL | 5,550 |

6. Chas. Townley proposed the election of Prof. Gerry Fowler, M.P. as President of the Association in succession to Prof. Philip Abrams and this was agreed.

   A proposal to elect Jean la Fontaine and James Hemmings as Vice-Presidents was also carried.
7. A proposal to set up a working Party to consider the procedures for electing the President and Vice-Presidents was agreed. The Working Party was to report back to the next AGM and meanwhile would solicit the views of members through the journal and invite those who wished to attend meetings. The following were elected to serve on the Working Party: Joyce Edmond-Smith, Andy McDouall, Ian Miles (Chairman), Sue Proctor and Annie Spencer.
8. The following officers were elected unopposed:
   Chairman — Keith Poulter (Loughton CFE)
   Vice-Chairman — John Astley (Oxford CFE)
   Secretary — Chris Brown (West Midlands College)
   Asst. Secretary — Annie Spencer
   Treasurer — Kevin Cowan (Kidderminster CFE)
   General Editor — Roland Meighan (Univ. of Birmingham)

9. The following amendments to the constitution were passed nem. con.:
   1. *Delete* paras. (vi) to (x) of Section 6. *Substitute* the following:
      (vi) The committee shall have two standing sub-committees, for development and publications. The sub-committees shall have power to co-opt up to three people and they shall meet not less than twice a year.
      (vii) The chairman of the Development Sub-Committee shall be the Vice-Chairman of the Association. In addition it shall consist of the following officers elected by the council: advisory panels, liaison officer, branch development and liaison officer, conferences officer, membership secretary, press officer and publicity officer.
      (viii) The branch development and liaison officer shall be entitled to attend any branch committee meeting subject to reasonable advance notice being given to the chairman or secretary of the branch. The advisory panels liaison officer shall be entitled to attend any panel meeting subject to reasonable advance notice being given to the panel chairman.
      (ix) The chairman of the Publications Sub-Committee shall be the General Editor of the Association. In addition it shall consist of the following officers elected by the Council: business manager, circulation manager, reviews editor, monographs editor, resources exchange officer and sales officer.
      (x) All elected members of Executive Sub-Committees shall be members of the Council. They shall present a report to each meeting of the sub-committee of which they are a member.
   2. *Add* to para. (ii) of Section 7 the following:
      (g) elected members of Executive Sub-Committes;
      (h) representatives on outside bodies.

3. *Add* new paras. (xiv) and (xv) to Section 7 as follows:
   - (xiv) All positions filled by Council election, except those referred to in para. (xv) below, shall be subject to annual re-election at the Winter meeting of the Council. Vacant positions may be filled at any other meeting of the Council but will be subject to re-election at the Winter Council.
   - (xv) Representatives on outside bodies shall be elected for a three-year period or such period as shall be established for the representation by the outside body if this is less than three years.

10. It was agreed that the student subscription should be increased to £2 p.a. with immediate effect.

    The subscription for overseas members was referred to the Executive Committee.

11. It was agreed that the next AGM should again form part of a weekend conference. The equivalent weekend in September 1977, or one later, was agreed as an appropriate date. A venue in Leeds was acceptable if it could be arranged.

12. In the absence of a representative from the West Midlands Branch Committee Keith Poulter proposed the following resolution:

    *ATSS should join the campaign for the reduction of 1st year teachers' timetables.*

    Mr. Poulter said that at his college the Union branch had recently been successful in achieving a reduction of three hours in the contact time of lecturers in their first year. The motion was agreed.

13. On behalf of the West Midlands Branch Committee, Roland Meighan proposed the following resolution:

    *ATSS should make some sort of statement relating to the controversy surrounding new RE syllabi.*

    The following amendment was propsed by the Rev. John Bradford:

    *That the ATSS, having noted the controversy surrounding the new Birmingham R.I. Syllabus and Handbook, wishes that interdisciplinary liaison (with special reference to the Birmingham Education Committee's Syllabus Conference and the National Religious Education Council) be established for dialogue on areas of common interest.*

    During the discussion it was agreed that this was an area in which ATSS had a contribution to make and it was decided to pass both the resolution and the amendment so that the formulation of policy could be started for presentation to the next AGM. Such a statement of policy would then enable ATSS to enter into dialogue with the appropriate quarters.

C.H. Brown,
Hon. Sec.
*Sept. 1976*

## CORRESPONDENCE

Dear Editors,

### WEST GERMANY: POLITICAL REPRESSION — THE TEACHING PROFESSION

3000 people sacked from public service employment; over 6000 special hearings; 800,000 secret investigations into the political and professional lives of public employees. This is the balance of 8 years destruction of democratic Rights in the Federal Republic of Germany (BRD). The Emergency Regulations of 1968 designed to enable the police to deal with student revolt by suspending personal and civil liberties was only the first of what is now an appalling array of police and state controlled powers which are being used to suppress socialist and communist opinion. The signal for the latest wave of political repression was given by the Brandt government in 1972 with the so-called *Radical Decree* (Radikalenerlass). This enabled regional governments to dismiss public employees if their personal and political activities were *under suspicion.* In 1975 the Federal Constitutional Court upheld the practice of the "Berufsverbote" (occupational prohibition) as well as the investigation procedure by the agencies of the secret service. This latter activity known as opinion snooping (Gesinnungsschnuffelei) is of course a direct threat to every teacher who deals with controversial issues concerning socialism, capitalism, communism, fascism . . . etc; as part of his classroom practice, to say nothing of the intimidation a socialist teacher is now bound to experience.

The position of all teachers in the public sector in West Germany is now precarious; paradoxically because their civil service status requires them to pass a test of political reliability as well as taking a special oath of loyalty to the constitution. Socialists and others who have been active in recent struggles against imperialism, or German re-armament or against the SPD's unprinicpled attacks on a whole range of democratic rights have been the real targets of this wave of repression. The Berufsvervot is clearly directed against the Left. The major political parties of West German Capitalism, the Christian Democrats (CDU and CSU), the ruling Social Democrats (SPD) and their coalition partners the Free Democrats (FDP) all agree that a test of political reliability should be carried out on intending teachers and those already employed. Those who are not reliable or whose commitment to democracy of the West German kind is found wanting by the anonymous investigators are invariably people of the Left. There have been no "extreme" right-wing sociologists sacked in the way that Professor Holzer of Munich University has for instance. The seriousness of all this has been noted by even the T.H.E.S. (24.4.76) . . .

> "It must be said that the academic community has every reason to be alarmed. There are now a substantial number of cases in universities where the long drawn out official investigations and hearings have taken place, and where

> appointments could not be confirmed, or had to be terminated, for what were essentially political grounds."

Obviously in the opinion of German social-democratic pluralism socialist teachers constitute at best a subsersive element and at worst an overt threat to existing capitalist relations of production — otherwise why bother to suppress them? The question is important in the wider context of German society and the latent and not so latent threat from fascism of both old and new varieties. Fascism in West Germany has no viable organisational form (though the number of ex-nazis who appear in the CDU/CSU might lead one to think it had) but *fascist thinking* can find expression at all sorts of levels within the official machinery of the State and the bureaucracies of the conservative political parties occupying the centre of electoral political stage. The position of teachers, especially those in higher education becomes quite crucial if they are viewed as being responsible for inculcating the values and attitudes of existing society into the succeeding generations. Their pivotal role in the 1968 events is sometimes cited as evidence for this, even though the leading Marxist intellectual figures of the student revolt era, Marcuse and the Frankfurt School seem content not to comment on recent events. In spite of this the academic Left is seen as a threat to existing forms of control and it is clearly the major target. The Constitution of the Federal Republic which guarantees freedom of opinion and teaching is being breached on these counts.

The impact of the Berufsverbote on the teaching profession is not limited to the monitoring of educational and teaching activities. There are political implication. Whereas Brandt's Radical Decree was directed against intellectuals who held unorthodox political opinions, recent cases appear to involve teachers who have attempted to involve pupils, students and parents in a politicisation process over a wide range of issues. State repression is being used to prevent alliances between the working class, its organisations and democratic progressive teachers. The reasons given for dismissal rarely refer to a teacher's ability in the classroom or to pedagogical concerns at all. Invariably they refer to a person's commitment (or lack of it) to the basic democratic order enshrined in the Constitution. Having taken part in a demonstration with socialists and communists, being a member of a variety of perfectly legal socialist organisations constitute grounds for "enmity towards the Constitution" (Verfassungsfeindlich) and hence dismissal from the teaching service.

Resistance and opposition is now being organised in West Germany and has struck a response in several European countries. The French Socialist leader Mitterand has founded a committee for civil rights and occupational freedom in the German Federal Republic. Alfred Grosser the French domiciled holder of the Peace Prize awarded by the German book trade and German hirtorian has roundly condemned the Berufsverbote and associated anti-democratic tendencies. In Britain a number of committees have been established to widen the struggle for democracy in Germany and attempts are being made to involve the teaching unions through their international contacts and committees.

The defence of democratic rights and freedoms cannot be limited to one state. Rank and file teachers at all levels of the educational system should raise these issues in their union branches and intruct their local, regional and national officials to take action.

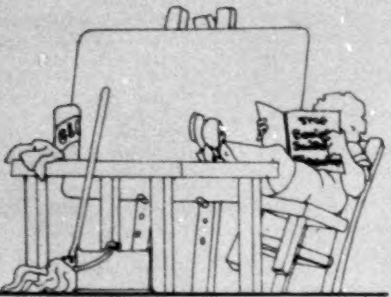
Information on developments in Germany can be obtained at the following addresses:

Bund Sozialistischer Lehrer und Erzieher
*5 Cologne I (Koln)*
Goebenstr. 3.
West Germany (BRD)

Anti-Berufsverbote Campaign
67 Woodstock Road,
Birmingham B13 9BL.

Yours faithfully

DAVID DAVIES
Lecturer in Sociology
Bulmershe College of Higher Education



# ARTICLES

## AVON RESOURCES FOR LEARNING DEVELOPMENT UNIT – A TEACHER'S CO-OPERATIVE IN ACTION

**By Michael Jennings, Social Studies Editor R.F.L.D.U.**
**and John Graystone, Research Assistant, Independent Evaluation Team, Bristol University.**

The Avon Resources for Learning Project now beginning its 3rd year, is a unique experiment in co-operation between teachers for the purpose of helping to create both the conditions for resource-based learning and the materials themselves. This article is an account of its origins, organisation, and the procedures followed specifically by the Social Studies Project.

### 1. ORIGINS

In 1966 the Nuffield Foundation set up a Resources for Learning Project to study how 'in times of rapid changes, increasing expectations, and continuing shortage of resources, schools might make the best use of teachers' skills and of new developments in methods and equipment'.[1]

During the first two years (1966–68) the project looked at various 'novelties' such as educational broadcasting, programmed learning and teaching machines, computer assisted instructions etc., but as the project developed more emphasis began to be placed on developing the concepts associated with independent or resource-based learning. In fact the early 1970's was a time when teachers in Britain were being faced with innovation in many educational areas – the move towards comprehensive schooling, changes in school organisation and class organisation, curriculum innovation, increase in integrated studies, mode three courses as well as ROSLA.

In this climate, interest in the ideas of resource-based learning increased though in some cases performance did not match enthusiasm. Teachers already heavily committed in the day-to-day activities of the school began to find problems in producing materials of suitable quality and sufficient quantity for use in the classroom. Accordingly, the Nuffield Project proposed an experimental 'teachers' co-operative' to help create the conditions for resource-based learning and so pave the way for substantial experimentation. The teachers' co-operative was to be established in and funded by the new county of Avon and was to last four years commencing September 1974.

### 2. ORGANISATION

1. The full-time staff – Director, Assistant Director, five subject editors, three graphic designers, administrative assistant, secretary, despatch clerk.

2. *Key policies*
   (i) an intensive style: work to be concerned with five basic subject, Mathematics, English, Social Studies, French, Science. It would be aimed at lower secondary (11-14 years) classes only.
   (ii) a non-selective policy with regard to schools and teachers; the co-operative is available to all 61 secondary schools in Avon and to all teachers working with the chosen age groups.
   (iii) teacher control, so that teachers can determine the principles governing the selection and organisation of the resources, in addition to playing active roles, if they wish, in creating and testing resource units and in experimentation with new methods of classroom organisation.

3. *Evaluation:* the unit itself has a responsibility for internal evaluation of a formative kind, intended to ensure that materials and services are constantly modified to meet the needs of the schools. The major evaluation is independently organised by a research team at the University of Bristol, funded by the D.E.S. The focus on this evaluation is on three issues

- the viability of the Development Unit itself in terms of staffing structures, processes and finance
- the testing of the claims of resource-based learning in the schools
- the changes in the schools themselves.

4. *How it works!*
   (i) In each subject, there is first of all a subject conference of interested teachers which clarifies broad aims and elects an editorial board.
   (ii) The editorial board determines the controlling framework for the resources.
   (iii) The full-time editor implements the policies of the board, creates units himself, helps individual authors, and forms work groups.
   (iv) Teachers experiments with resource-based learning supported by advice, practical help and an inservice education programme.

The resources are mainly those that are cheap to produce and lend themselves to independent learning — worksheets, study guides, wall charts, programmed learning texts, illustrations, filmstrips, audio-cassettes, games and simulations. Commercially produced material is frequently incorporated.

Having described briefly the origins and organisation of the Unit, it may be useful to look at what it is hoping to achieve and the way it actually has gone about this in the field of social studies.

## 3. AIMS

In 1971 L.C. Taylor,[2] Director of the Nuffield Project claimed nine advantages for independent styles of learning. Resource-based learning would:

- involve the students, actively and personally, and thereby gain their interest;
- introduce student choice into the classroom, when this is legitimate, relevant and useful;
- permit individual variations in pace and style, thereby breaking the 'lock-step' of the class;
- facilitate the work of mixed-ability groups;
- allow more flexible scheduling within subjects and between subjects;
- extend the potential range of a school's course options and thereby make the concept of a smaller school into a viable proposition;
- provide a better induction for student teachers and probationer teachers through first contacts with small groups and individuals;
- give a greater preparation for life-long education;
- create a happier, more personal, more adult relationship between teachers and students in their classrooms.

What however are the conditions that resource-based learning demands? They can be categorised as follows:

- "a resource collection immediately accessible to the teacher and learners;
- a resource collection of sufficient size and of sufficient variety to allow students some degree of choice and also to provide for individual differences in abilities, interests, pace and style;
- resources made for independent learning, so that the student can extract from them exposition, stimulus, guidance, organisation, feedback, without constant recourse to the mediation of the teacher;
- the resource collection organised for quick retrieval and enterprising use by the students themselves;
- a teacher with good understanding of the aims and techniques of resource-based learning, and desirous of experimenting with new personal roles in relation to individual pupils and groups — the tasks of motivating, inspiring, challenging, guiding, diagnosing, remedying, supporting, assessing;
- a school library/resource centre providing conditions and facilities for further studies of a self-directional nature;
- the local authority providing efficient loan services of these resources which are too expensive or too specialised to be owned by individual schools."[3]

It is obvious that the satisfying of these conditions is too formidable a task to be within the capacity of an individual teacher or even a group of teachers with heavy day-to-day commitments in school. The "teachers' co-operative" was Nuffield's solution to the problem and Avon accepted the challenge of seeing whether or not it would work.

## 4. THE SOCIAL STUDIES PROJECT

A description of the steps which the Social Studies Project took to set up its own co-operative will indicate general R.F.L.D.U. policy. The first step was to call a conference of Social Studies teachers, which presented immediate problems as many Avon schools would deny that they operated a social studies course in their lower schools. It is worth mentioning here that the choice of the term "social studies" as the title of one of the projects was a deliberate attempt by the Unit Director, Philip Waterhouse, to involve teachers of integrated courses in the work of the Project as well as specialist teachers. The Project felt that it had no brief to initiate integration but it had to service the 51% of Avon schools that had already combined subjects in their lower school curriculum. Therefore, the first conference was attended by teachers of humanities, environmental studies, social studies, geography, history and religious education.

How was the R.F.L.D.U. to produce banks of resources that would be appropriate to the numerous courses that existed in Avon's 61 secondary schools? The problem was passed to the Project's Editorial Board, which was elected at this first conference. The members were all teachers but they had the power of co-option. They used this to swell their ranks with Avon's humanities advisers and representatives from Bristol and Bath Schools of Education, the local polytechnic and the City Museum's School Department.

The Board's first task was to devise a framework within which the first bank of resources would be produced. No one wanted an "Avon Social Studies Course", yet it would clearly be nonsensical to produce a totally unconnected bank. After a survey of Avon schools' courses the Board went for themes. They chose ten — beginnings, beliefs, change, communications, communities, conflict, exploration, rules and law, the local area and skills. The 'skills' band was to have a service function which pupils would 'dip' into when necessary and this would avoid any duplication of skills learning in other resource packs. It was felt that although the bank would have a 'local area' band the bank as a whole should reflect the local environment, an obvious need that a local resource centre can exploit in its resource production.

The writing of the materials has been, on the whole, the responsibility of the teachers. The Unit provides support in the form of advice to writers on content, format, testing etc. A panel of 'critical readers' are available; the Unit does any picture search, photography and copyright clearance that are necessary; the materials are designed in the Unit's studio, some are printed in-house, the majority at outside printers and are then packed and despatched to schools by Unit staff.

At the time of writing the first bank of materials, consisting of 45 titles, are in use in schools, both inside and outside the County of Avon. A second bank is near completion and plans for the third bank are underway. But production is only part of the Unit's activities. Active support is given to teachers who wish to experiment with the materials in their own classrooms.

Unit staff will give demonstrations of the use of materials in any school that asks for it. They will advise on classroom layout and on resource management. An experimental classroom is in operation at the Unit headquarters in which the most effective organisation to facilitate independent learning is being sought. Teachers are welcome to visit this classroom to see resource-based learning in action.

## CONCLUSION

The experimental period of the project is at the halfway stage. The lesson that has been learnt so far is that a teachers' co-operative to produce resources is not enough. Once the materials are in the schools teachers need support if they are to experiment. It must become an increasingly important function of the R.F.L.D.U. to provide this support. In two years time the independent evaluation will indicate whether the model that has been pursued by Avon can profitably be adopted by other L.E.A.'s.

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4 *G.B. Hughes (1976) The Target Population for the Avon Resources for Learning Project (Bristol University School of Education)

The following may also be of use:

A teachers' co-operative with materials on the agenda. (1976) Anna Sproule T.E.S. May 7th, 1976.

An Anthology of Children's Comments on Resource-Based Learning.

*G.B. Hughes (1976) Bristol University, School of Education.

*Classroom Management for Resource-Based Learning.

Roger Alston, R.F.L.D.U. (1976).

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## CULTURAL STUDIES AND VALUES EDUCATION: THE ROLE OF THE TEACHER

**By James McKernan, New University of Ulster.**

In this paper I will be discussing the concepts of culture and values, and the role of the teacher in a programme of cultural studies for schools in Northern Ireland.

For the past two and one half years I have been actively involved in a programme of educational research and curriculum development embracing a dozen secondary schools in Northern Ireland. These schools are participating in an educational programme designed by the Schools Cultural Studies Project, based within the Education Centre of the New University of Ulster at Coleraine.

The project in cultural studies was conceived in 1973 in order to undertake significant social development work in Ulster. The project is based on two very fundamental assumptions: first, that schools have a significant part to play in resolving the difficulties and differences that have beset Northern Ireland society in recent years, and second, that teacher involvement will be crucial in any contributions made in and through schools.

These assumptions formed the basis of a proposal for a programme of school-based curriculum development submitted to the Joseph Rowntree Charitable Trust and the Northern Ireland Community Relations Commission. Grants were made in support of a five year programme.

The team consists of five full time members, two of which have been seconded from local schools. We meet regularly with teachers in a workshop setting to develop teaching materials and strategies that seek to promote cross-cultural understanding. The Project is intended to support teachers and others who have an educational responsibility in: (a) the development of creative experimental approaches in the education of N.I. children, and, (b) the cultivation of modes of sensitivity, tolerance and mutual understanding.

Since we cannot claim confidently how to achieve these objectives, it has been a major task of the project team to develop and test relevant hypotheses in classroom situations and in close cooperation with experienced teachers.

At this stage in the development of curriculum studies we must ask productive questions. For, to use Jerome Bruner's phrase, we are all "seekers" rather than "knowers", and the directions in which we search will be fruitful only if we pursue the right questions.

In my own research there is one essential question, though not only one: what strategies can teachers use on both sides of the community divide that would seek to have pupils analyse, discuss and clarify their values and explore controversial issues in Irish culture? What would the role of the teacher be in a programme of cultural studies and values education? Now if that role is merely to reflect patterns of culture that form the Ulster heritage and contemporary society, then I do not believe that the teacher or the school will be under any great strain. If however, the teacher wishes to help his pupils to understand, criticise and change that culture and to discuss and clarify value-laden issues, then the teacher will need to develop a substantive basis for his activities, and to identify the relationship between these activities and the surrounding culture. In short, he will need teaching strategies and procedures for treating such issues.

Education in a divided society such as Northern Ireland where wide disagreement exists regarding the legitimacy of the regime raises a host of questions for curriculum developers, administrators and teachers. It is almost certain that the schools in Northern Ireland are almost totally segregated along religious lines, and it is highly probable that these schools do little to neutralise ill-feelings which abound in the community. The issue of integrated education is one which I would prefer not to become involved in here, as it is a much larger question. However, I do remember Professor Malcolm Skilbeck saying that if integrated education came tomorrow it wouldn't make a bit of difference, and to some extent this is true of any institutional change of that nature, e.g. power-sharing. You might change politicians and the method of government, but the Civil Service and bureaucratic structures would remain. What would be required for integrated education to work would be nothing short of a total relocation of the belief systems of the Northern Ireland population.

**The Nature of Culture and Cultural Studies**

I have been speaking loosely about the concept of culture. Culture is a word which philosophers might describe as a portmanteau term; that is, a term that can be used to mean what you want it to mean. One can find very little consensus among social scientists as to the nature of culture. In fact, Kroeber and Kluckholn[1] found some one-hundred and sixty-four definitions of the concept in their classic review of the literature.

Culture means different things to different people. The term itself is fraught with confusion, and one has to be careful when discussing culture in Ireland, as this can be very problematic.

A culture is the way that people live in any society. It consists of the things that people have learned to do, believe, to value, and to create. For the purpose of this paper I am referring to culture as the fabric of ideals, ideas, beliefs, values, skills, tools, aesthetic objects, methods of thinking, customs and institutions into which each member of society is born. It comprises the way people make a living, the games they play, the stories that they tell, the heroes they worship, the music they create, their modes of family organisation, the system of transportation and communication; all of these things and countless others. The culture is that part of the environment which man has made and given meaning to. It has a material and a non-material, or normative character. So, while talking about culture, I am referring to a myriad of perceptions, beliefs, values and meanings in a society or in a social group, as well as the objects or products of the group.

In his recent book *Culture and Education*, Lawrence Stenhouse[2] uses the concept of culture to refer to a "complex of shared understandings which serve as a medium through which individual human minds interact in communication with one another. It enables us to recognise as familiar the way people think and feel, and thus to share their feelings". Thus, the individual, through his exposure to the shared meanings of the group is able to perceive and interpret the social construction of reality and conform to the ways of the group. The culture of the group, in this sense, becomes a design for living.

While I have been so far discussing the notion that culture is essentially a question of meanings, understandings, feelings, beliefs and values, I am not rejecting as unimportant those aspects of culture which can be regarded as its more material side, namely its objects and elements such as painting, sculpture, literature, folklore, food, housing, tools and the like. In order to arrive at an understanding of Ulster culture, it is necessary to examine its shared meanings together with the objects and products of that culture.

Schools are always concerned with the fundamentals of some culture or other. It is not a new idea that the curriculum should be responsive to the concept of culture. More than seventy-five years ago John Dewey[3] argued that the curriculum should be grounded in social reality insofar as the school was considered to be one of the chief agencies of socialising pupils into ways of experiencing, thinking and acting. Thus, to understand the function of the curriculum, requires an understanding of what is meant by the term culture.

Cultural studies focus on man in society: his origins, and development, his social relationships, his material objects, his beliefs, attitudes and values. Cultural studies seeks to help young people to gain a deeper understanding of their society and its groups, as well as an awareness of the contribution which they can make to its future development.

The aim of such a programme of studies would be to assist pupils in developing their awareness of their own cultural reference group and cultural identity, and of their relationships through that identity with other people. Cultural studies education values cultural pluralism. Through the Schools Cultural Studies Project we are seeking to develop an understanding of, and an appreciation for cultural differences through a careful analysis of racial, religious, political, linguistic, historical, economic and institutional phenomena in Northern Ireland society.

In a programme of cultural studies the pursuit of our objectives would demand a course which draws freely from the social science disciplines of anthropology, economics, political science, sociology as well as the more traditional school subjects of history and geography.

Work in the cultural and social studies area includes local, provincial, national and international matters. It was considered "safest" to begin the course with an analysis of the pupil, his family, the community and the family and community in other cultures before undertaking serious study of conflict at the international level, and conflict in Northern Ireland. Thus, we have taken a gradient approach to the treatment of Northern Ireland Problems, which the pupil comes to grips with in the fifth, or final year of the secondary school.

Groups of teachers from twelve secondary schools are preparing the materials used in the course in conjunction with the project team. At present some eleven hundred pupils are involved in the course, and this number will double within the next year.

So, while I have been saying that schools should give greater attention to cultural studies, I am primarily thinking about pupils becoming involved in such processes as valuing, believing, thinking and the like, and it is also important for pupils to understand the relationship between cultural objects and their meanings. For example, it is important to focus on the meanings attached to everyday objects like flags, and to see how people relate to these objects.

If one is prepared to follow me so far, one will agree that we can meaningfully talk about Northern Ireland's culture, or we can talk about French or Chinese culture. We can meaningfully talk about Irish culture while submitting that it is deeply divided and dichotomised. It makes sense to talk about a divided culture. It is important to understand the ways in which Northern Ireland culture is divided.

In my research I have been trying to develop a basic theoretical conceptualism of the Northern Ireland problem. This is necessary so that we might have a basis for deciding the most fruitful intervention strategies. The need for humanistic and multicultural education and effective teaching strategies in these areas is enormous, and not restricted to Northern Ireland itself.

The quickest way of getting to the root of the Northern Ireland problem is by categorising aspects of the divided culture. I use the heading cultural factors because neither the political or religious factors alone account for the conflict. The churches are not at war and the issues are much deeper than any constitutional issue.

### CULTURAL FACTORS CONTRIBUTING TO DIVISION IN NORTHERN IRELAND

| | |
|---|---|
| **Race** | Native Irish/settler. Traditional fear and suspicion. Claims to racial character. |
| **Religion** | Catholic/Protestant folk religions. Religion used as an index of political allegiance. |
| **Language & Culture** | Gaelic/English songs, literature, dancing, games, folklore, philosophy, art. |
| **Politics** | Nationalist/Unionist divisions along socio-economic lines. |
| **History** | Tribal versions even by historians. |
| **Social Institutions** | Housing, segregated schools, newspapers, sports. |
| **Attitudes & Values** | Different norms, attitudes, values and beliefs which help to determine behaviour. |

This rather cursory examination reveals a sharply divided society of two ethnocentric communities, each served by its own religion, politics, history, and institutions.

Given that there is a "Northern Ireland Problem"; a crisis culture as it were, then we need to have further data to substantiate these divisions. At the present, there is a paucity of data relating to the cultural differences of groups in Ulster, this is a research task. Social and educational research in the province has been, and continues to be rather limited in its scope and scale. In the past few years this has begun to change. Recent studies by Russell and Rose[4] have revealed considerable differences in attitudes and perceptions between Catholics and Protestants in Ulster.

**Values Education**

In this final section of my paper I would like to consider some ways of dealing with values in the classroom.

Few educators dispute the importance of doing something about values, yet very few have been able to identify something to do. While there has been considerable emphasis attached to the attainment of cognitive objectives; to gain knowledge about subjects, little stress has been placed on the affective domain, that is, education related to feelings, emotions, attitudes and values. If modern education in Ireland is to be concerned with the development of the whole pupil, then schools must necessarily be concerned with values.

Values refer to beliefs that individuals consider worthy of holding, and are usually related to ideal modes of conduct like honesty, or being responsible, or to some desired end-state of existence for example salvation, equality or a world at peace. By values education I mean a broad programme of education that takes account of pupils' feelings, emotions, beliefs and attitudes.

In a programme of values education what would be the teacher's role? Should he prescribe a certain set of values to be adopted by his pupils? Should he avoid discussion of values, or remain neutral on such issues, or should he help his pupils to build their own set of values, by teaching pupils a valuing process known as values clarification.[5]

I want to move on now to consider the teacher's role in values education. The teacher can choose several postures or roles in this area. Traditionally, teachers have approached the problem in the following ways:

1. Moralizing — this approach is characterised by the direct, although sometimes subtle, inculcation of values upon pupils. The assumption behind moralizing runs something like this: My experience has taught me a certain set of values which I believe would be right for you, therefore, to save you the trouble of arriving at these values on your own, I will effectively transfer

my values to you. One of the problems with this approach is that the pupil is subjected to a wide variety of "significant others", who seek to have the pupil adopt their set of values e.g. parents, teachers, peers, etc. Subjected to so many diverse agents, the pupil is ultimately left to make his own choices.

2. The "laissez-faire" approach. The rationale here is: No one value system is right for everyone. Pupils have to forge their own sets of values. So I'll just let my pupils do and think what they want, and everything will turn out right. The problem here is that everything usually does not turn out right. Pupils left to their own devices experience a good deal of conflict and confusion.
3. Modelling is a third approach, in transmitting values. The rationale here is: "I will present myself as an attractive model who lives by a certain set of values. The pupils I come into contact with will be duly impressed by me, and will want to adopt and emulate my values." Once again, the problem here is that the pupil is exposed to so many competing "models"; parents, teachers, peers, etc., and is certain to experience confusion in the process of determining who he will emulate.
4. A fourth alternative is the neutral chairman, as elucidated by the Schools Council Humanities Curriculum Project.[6] This strategy casts the teacher as a disinterested bystander who doesn't commit himself to a position. Instead, he argues for various sides and raises questions. Primarily the teacher is interested in creating group discussion. This position is fraught with confusion. Because all opinions are considered equal, pupils may come to feel that one opinion is always as good as another. This myth can be dismissed insofar as one could argue that some opinions are clearly more rational and reasonable than others. This position could even be judged immoral if a teacher remained silent on an issue that he knows clearly violates human dignity. Suppose that in dealing with Northern Ireland and case studies relating to violence, pupils concluded that murder was justified to achieve political objectives; in this case I feel that we would be morally obliged to oppose their rationale with the most persuasive arguments we could muster.
5. In the values clarification approach we try to help pupils think through values for themselves and to build their own set of values. The approach is based upon John Dewey's thinking. Unlike other theoretical approaches to values, values clarification is not concerned with the content of pupils values, but the process of valuing. The focus is on the procedures that people use in adopting values. Values Clarification is composed of three processes: Choosing, Prizing, and Acting. The teacher is interested in teaching this process of choosing, prizing and acting. He encourages pupils to make choices; he helps pupils to discover and examine alternatives when faced with choices; he helps the pupil to weigh the alternatives, reflecting on the consequences of each; the teacher encourages pupils to consider what they prize and cherish, and he provides them with opportunities to make their choices public; he encourages pupils to behave in accordance with their choices, and to examine the behaviour patterns in their lives.

In this approach the teacher shares his own values and explains that he arrived at that particular value through the valuing process.

In summing up, values clarification can make a significant contribution by encouraging pupils to make choices which are uncoerced and reflective. It takes committed teachers to help pupils recognise that among culturally different groups there are values that are rooted in experience and legitimate in terms of culture.

In Northern Ireland it seems to me that teachers are much more the prisoners of their background than in a massive conurbation where there is considerable mobility, or in a society where there is consensus of a political nature. A teacher in Ulster has an identity in terms of where he teaches, what his community activities are, where he was educated, and of course, what his name is. If he has been brought up north or south of the border he will have an observed place on one side of the cultural-political community divide. Very often teachers steer clear of controversial issues in the classroom because they either lack a proper methodology for teaching about them, or, they are constrained from dealing with them by pupils, parents, or their fellow-teachers.

In this paper I have put forward some ideas about culture and values in the curriculum. In the Cultural Studies Project we are asking teachers to deal with values and controversial issues. In doing so, I believe that we are calling upon teachers to undertake the risks of purposeful teaching.

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# ON TEACHING THE CONCEPT OF ROLE

**By Sydney Peiris**

A Successful teacher of O and A level sociology must take into account the central concerns of his young students. These central concerns are likely to be their emotional and sexual relationships, authority-figures, their future prospects, and the cultural forms expressive of their stance to life. Any learning unconnected with their emotional lives and their everyday interests will be seen as irrelevant.

Such an attitude very often leads the student to making limited responses to knowledge which is supposedly provided to widen his understanding of society. Hence it is imperative that as far as possible, sociology teaching should be carried out in a manner that relates to his subjective world. To present sociology simply as a science of an objective social world, a science that does not touch or clarify his inner concerns at significant points, will result in an unenthusiastic response.

The concept of role can be used to illuminate many aspects of human existence. Much of everyday life can be analysed in sociological terms by the use of this concept. However O and A level textbooks present extremely inadequate discussions of role.

Role playing engages our emotions, involves us in power relationships, leads to the construction of ideologies and raises moral issues. If in teaching role we take account of this, we will extend the students' awareness of both self and society. A particular ideological attitude can be detected in many text books when discussing this subject. To present roles simply as inevitable and inescapable, as most text books do, is to use sociology as another source of social control in the lives of those whom we teach. The suggestions below for teaching the concept of role have a different ideological intention — not with, manufacturing future 'good citizens', but with the aim of extending the students' awareness of the inner and outer worlds, and the way they are connected.

No area of human activity can be discussed adequately without reference to interests, emotions, power, ideology and morality. The discussion below is an attempt to show the need to take account of such concepts when we talk about role playing in society.

Sociological topics such as family, social class, education, deviance, work, social control, race etc. are about activities that involve human beings in role performances. Therefore I suggest that in teaching such topics, the relevance of sociology for understanding human life can be demonstrated through using the concept of role in some of the ways I outline below.

I do not pretend that what is outlined here is the only adequate way to teach the concept of role. But I should like to think that it is superior to much that is found in sociology books aimed at young students.

As I am in the process of clarifying my own ideas I should be grateful for critical comments from teachers, especially on the applicability of these ideas in GCE O and A level teaching.

## 1. Definition of role

Role refers primarily to observable social action. The occupancy of a particular status creates a situation where the individuals' behaviour is the outcome of imposed and/or negotiated expectations.

## 2. The Function of roles

(i) To get individuals to manifest appropriate behaviour (i.e. behaviour so defined by powerful or influential others, living or dead) when pursuing their material, cultural and psychological interests.

(ii) To prescribe appropriate behaviours individuals should engage in, when they seek to earn their self-esteem, as a result of being esteemed by others. (However it is wrong to assume that all individuals in society have equal opportunities to play roles that enhance self-esteem).

(iii) To prescribe behaviours that generally facilitate everyday social intercourse — for all or some groups or individuals in society.

## 3. Role conflict:

Role-behaviour is generally directed towards others who also have their roles to play. Role performance is often connected with meeting the expectations of others, but not always. Role conflict can have two aspects:

(i) Playing a single role may relate the individual to several significant or powerful others whose definitions of 'proper behaviour' may conflict.

(ii) Playing two or more roles may result in the individual being confronted with incompatible demands from the same or different significant others.

## 4. Classification of roles

(i) Automatically conferred statuses, e.g. female or male, and behaviour defined as appropriate.

(ii) Earned statuses, e.g. politician, vicar etc., and behaviour defined as appropriate for such statuses.

(iii) Cases difficult to classify, e.g. a woman who plays the role of housewife because of her husband's refusal to let her do a paid job.

## 5. Objective aspects of role

(i) Formal roles can be played only by individuals posessing certain characteristics or skills, the adequacy of which is socially defined.

(ii) The nature of role requirements in formal roles are generally part of public knowledge.

(iii) The knowledge of expected behaviour is of two kinds, articulated expectations, e.g. doctor must avoid sexual liaison with patients, and unarticulated expectations, e.g. a teacher should not consume alcohol during lessons.

(iv) Some roles have a symbolic value within the social order, e.g. the stabilising influence exercised by a "moderate" trade union leader, is maintaining the status quo.

(v) Legitimate and illegitimate roles are socially defined.

(vi) Roles have to be seen in a historical perspective. In the same society, for the same role, the behaviour requirements can be change through time. The roles of mother, doctor, worker have been changing throughout history.

(vii) The same role can be differently performed in different societies, e.g. being a wife in a monogamous society involves different behaviour patterns to being a wife in a polygamous society.

(viii) Some roles are found only in particular societies, not universally, e.g. no one can play the role of hangman in societies where capital punishment has been abolished.

### 6. Subjective aspects of role

(i) Meanings and emotions accompany role playing. Therefore the concept of role should stress:–

- (a) Behaviour demanded from the individual
- (b) The individual's actual behaviour which may or may not coincide with the demands.
- (c) Rational subjective meaning, i.e. the formulation of means for achieving his ends.
- (d) Accompanying emotions.

(ii) Primary and Secondary socialisation processes involve *learning* to experience appropriate emotions, and expressing them in socially allowed ways.

(iii) In every culture there are rules pertaining to the expression of emotions. The disallowed expression of some emotions in one role may effect the performance of other roles, where the expression of such emotions may be required, e.g. a child taught to suppress spontaneity may fail to manifest it in personal relationships as an adult.

(iv) The extent to which feelings are experienced and/or expressed may depend on the social status of the individual concerned. Powerful individuals and groups have the greater possibility for expressing emotions such as anger, because of their relative immunity from retaliation, compared with socially disadvantaged or less powerful individuals for groups.

(v) In the course of playing roles, meanings and emotions which are invisible to the observer, are made visible, through symbolic bodily gestures, e.g. movement of hands, bodily posture, whispering etc. Subtle nuances of feeling are conveyed by using the body as a medium of expression.

(vi) Some roles are performed by individuals out of necessity. In such situations the emotions defined as appropriate may be absent. E.g. someone who becomes a nurse because of the lack of alternative lucrative employment may feel little or no compassion for those who suffer.

(vii) Some role performances are voluntarily entered into, but the normally appropriate emotions may be absent. E.g. a girl from a sexually repressive family on becoming a wife may find it difficult to experience sexual feelings. Such situations may result in feelings of guilt, inadequacy, confusion etc. The inability to experience socially expected emotions could be caused by several factor, among them being (a) inadequate socialisation, and (b) insufficient social validation of the role.

(viii) Roles lacking in social validation may give rise to agreeable feelings but paralled by other feelings of uneasiness, bewilderment, guilt etc. For example a man may enjoy looking after his children while his wife went out to work, but feel uneasy when others ask him what he does for a living.

(ix) Often when old roles are jettisoned and new ones adopted, people experience new feelings, work out appropriate ways of expressing the new emotions and fashion new viable identities for themselves. For example newly found militant roles and self-identity among the blacks.

(x) Feelings generated in the course of playing a role (e.g. frustration), or feelings when confronted with the inability to play a desired role (e.g. Powerlessness), may be displaced and affect other role performances, e.g. a factory worker who feels powerless in his work situation may compensate by being authoritarian within his family.

(xi) Role playing not only involves speech and bodily gestures for the purpose of communication, but also silence. Silence can be invested with many different meanings and emotions, e.g. hostility, embarrassment etc.

(xii) Happiness, defined as an inwardly experienced emergent quality, traceable to the totality of positive life-experience, is intimately connected with the roles played by an individual. Since roles are defined in the process of social interaction, happiness has a social dimension. Whether opportunities for undergoing positive life-experiences are equitably distributed or not, will to a large extent depend on the availability of socially defined roles where each individual is concerned.

### 7. Roles and the social construction of reality

Fluent role performance requires the creation of a taken-for-granted world of actions, meanings and emotions. Everyday action is provided with a solid foundation of unarticulated, background assumptions which make meaningful all the actions and feelings experienced in the course of interaction with others. The performance of roles is facilitated by the following factors:

(i) The example of 'right' role performances are constantly available to the individual, and this helps to consolidate a particular view of reality in his mind.

(ii) The repeated celebration of socially acceptable roles in the mass media, contributes to an affirmation of the existing social reality. Thus alternative possibilities are outlawed from the consciousness.

(iii) Smooth role performances are made possible if the individual has the feeling that his roles are 'natural' and 'inevitable'. The nature and the validity of the role is constantly affirmed through role-connected conversation with similar others, often in daily interaction.

(iv) The result is the creation of a socially and psychologically habitable universe – at least for those whose roles provide them with satisfying opportunities for earning both material rewards and/or positive self-images.

(v) Performing roles often involves 'idealogical language' i.e. the use of language that has the function of structuring the meanings, perceptions and emotions of some, in ways that are functional for the interests of others. For example, in our society 'Mary is John's widow' is a common form of utterance, but not 'John is Mary's widower'. Such language uses tend to stabilise roles in favour of the more powerful and to limit the consciousness of the less powerful.

## 8. Roles and self-knowledges

(i) 'Self-knowledge' can be viewed as the ability of the individual to spell out for himself all the 'existential projects' he is involved in, in the social world, as a consequence of the roles he has undertaken. Existential projects can range from compulsive handwashing, or being celibate, to training to be a pilot or participating in a revolution.

(ii) 'Self-deception' may be regarded as the refusal of the individual to let certain kinds of awareness, feelings etc., deriving from a particular role ('I am competing with my brother and I hate him') co-exist with other kinds of awareness, deriving from other contradictory roles ('I am a Christian, and I love my fellow human beings'), within the boundaries of the conscious self.

(iii) Another aspect of self-deception is the refusal to search for or accept better, more comprehensive explanatory schemes for one's commitments and behaviour.

(iv) The inability of the individual to see particular emotions as linked to some role or other, subverts his mastery in bringing all the elements of his emotional life under the control of a unified self. When feelings (such as fear, anxiety etc.) are experienced as unlinked to any performed role, a fifth column is set up within the self.

(v) Strategies of self deception:

(a) Convincing oneself that although choices exist objectively, one is determined by external factors, and therefore can do no other, both with regard to actions and emotions, e.g. "I cannot help but play the traditional feminine role".

(b) Convincing oneself that no choices exist objectively for anyone, and therefore no choice is available for oneself either, e.g. "I, a woman/worker/homosexual, belong to a group that cannot change its situation."

(c) The refusal to change roles through individual or collective action is justified by reference to theories or ideas from history, sociology, psychology or what is alleged to be "commonsense", e.g. "According to psychologists, women can fulfil themselves only by being mothers."

(d) Removing oneself from conversational worlds where one's view of reality is not only not affirmed, but likely to be subverted if one regularly has to reside in them. Hence the precautions some groups take to isolate their members from others subscribing to 'alien' views of reality.

(e) Describing in an allegedly objective manner what a particular social situation is, so that one's role appears in a favourable light. Such distorted or partial descriptions are often unconsciously made. Sticking to a particular description of a situation becomes all-important to such a person, as a collapse of his view of what is the case would entail a painful revision of what is involved in playing his role in that situation.

## 9. The Political aspect of roles

(i) Role performance should not be simply understood to mean that individuals conform to the ready-made expectations of powerful others. People often negotiate with others, mobilising whatever power they can command, in an attempt to define what constitutes 'proper' role behaviour in a manner favourable to themselves.

Playing roles involves us in politics. By 'politics' is meant all situations characterised by the following features:

(a) Patterned interaction between two or more individuals or groups.

(b) Conflicting economic/cultural/psychological interests.

(c) Power relationship, e.i., the ability of some to gain the compliance of others.

(d) Justifying ideologies.

(ii) Most situations and personal relationships are characterised by features a–d, but this is not a denial of other aspects of human relationships. Individuals can negotiate with each other without there being a power aspect to their relationship, if the desired outcome of their interaction would affect both parties in a similar way.

(iii) Role performances of individuals and groups can be affected by false consciousness:

(a) By false consciousness is meant mistaken beliefs that are shared and have important consequences for the believers.

(b) Such mistaken beliefs about the nature and function of their roles may be the result of inadequate social knowledge.

(c) Ignorance or inadequate knowledge on the part of some can in some situations be functional for maintaining the material and psychological interests of others. The ability to promote and sustain ignorance in others is a function of the greater political power available to those who have interests to safeguard.

(d) Power can be exercised in many ways,

(i) Using physical coercion to gain compliance.

(ii) Successfully persuading others to behave in ways beneficial for oneself on the grounds that such behaviour is in their interests.

(iii) Material resources used as bribes or incentives for conforming behaviour.

(iv) Charismatic personality is deployed in the service of personal or groups goals, to get others to conform.

(v) Respect for social position occupied by one is utilised to gain compliance.

(vi) Greater knowledge as well as ability to control access to it, is used to control others by restricting the range of their perceptions.

(vii) Creating structures of feelings such as guilt, shame, uneasiness, etc., to gain compliance.

(e) The ability of different social groups to define roles for others vary in different historical periods. Social change and the development of practical and theoretical knowledge may render some social groups more or less powerful e.g. employers/workers, men/women, teachers/students etc.

### 10. Roles, choice and power

(i) Some groups are powerful enough to be able to define roles for other individuals and groups in different social, ethnic, economic or other categories. The ability to reject such definitions may depend on many factors, among them being:

(a) Adequate social knowledge

(b) Degree of power that can be mobilised

(c) Psychological preparedness based on knowledge of self and situation.

(ii) Self-esteem, a universal human need, is earned through role performance. When socially valued roles are denied the individual (or felt to be denied) feelings of depression, discontent, self-hate, etc. are experienced by the person.

(iii) When the possibility of playing socially esteemed roles are denied the individual, he may seek to fashion out alternative roles through which he feels he can earn his self-esteem. Certain personality characteristics, e.g. aggressiveness are sometimes a response on the part of the individual to such a situation.

(iv) Individuals experience a permanent hunger to be regarded as an object of value. Denial of opportunities to experience a sense of self-value leads to feelings of anxiety, self-hate, fear, etc. In such situations a tension is set up between following moral rules and psychological imperatives for self-affirmation, the satisfaction of which may lead the person to opt for roles that do not coincide with moral requriements.

(v) Playing a particular role may be the outcome of deliberate choice. But sometimes the person may be unaware of the motivations prompting his role choices. Choosing roles must be seen in relation to both biographical and social factors.

(vi) Sometimes the psychic structures of individuals dovetail with role requirements. At other times there may be strain between them. Personal ideology may complement or diverge in varying degrees with role ideology.

(vii) The inability of individuals to play desired roles and thereby gain self-esteem leads them to play compensatory, make-believe roles in their imagination. In such situations fantasy, i.e., the wish on the part of the individual to be what he is not, is a response to what is felt to be an impoverished reality, e.g. aggressive fantasies on the part of dominated minorities are a result of their lack of political power. The fantasy life of individuals and groups, insofar as we have access to it, may provide us with an index of anxiety, powerlessness etc.

### 11. Psychological concepts and roles

Psychological concepts in everyday use can be analysed in sociological terms. Concepts such as guilt, shame, sincerity, trust, etc. can be looked at as 'behaviour-emotion' complexes. For example 'trust' can be analysed in the following manner:

(a) A person is allocated or he undertakes a particular role, i.e. certain behaviours are expected of him.

(b) The related others have constant evidence of his willingness to conform to their expectations.

(c) The related others describe the observation of such behaviour and their psychological reaction to it as 'trusting him' or 'having feelings of trust'.

### 12. Social change and roles

(a) Environmental and social changes create new needs and demands, either for all or some groups in society. Thus different roles have to be performed and sustained. For e.g. industrialisation and the creation of new roles within the family.

(b) Politics can be thought of as a human activity that *ought* to concern itself with expanding the boundaries of human possibility. We need therefore to constantly confront reality (the existing role-structures) with potentiality (different, possible, desirable, future role-structures). Questions must be raised as to whether science and technology can be utilised to enable us to play morally desirable but as yet non-existent roles; E.g. can we abolish roles typically found in 'cultures of poverty' by abolishing poverty? Such questions have several dimensions – technological, social, political and moral.

### 13. Philosophical issues

(i) When individuals have too many conflicting roles to play, they suffer 'dispersal of identity'. Contradictory, competing self-images leads to a sense of bewilderment on the part of the individual about his own nature. In such periods philosophers give expression to the anxiety felt by individuals by posing questions about the nature of 'authenticity', 'sincerity' etc.

(ii) Individuals are free to the extent they can, singly or collectively change their roles. They are determined to the extent they are unable to create new social conditions allowing them to play new, desirable roles.

(iii) Society equates morality with role requirements. But there need not be any inevitable coincidence between role governed behaviour and moral behaviour. To be moral may require rejection of socially defined behaviour.

(iv) Roles should not be conceived of as 'things' existing independently of human volition. To do so would be to let our own creations dominate us. Roles are human constructions. It is 'bad faith' to pretend we are determined by our roles when in fact we are often free, sometimes single, at other times collectively, to change our roles.

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## A REVIEW OF WEALTH AND INCOME IN BRITAIN IN THE LIGHT OF RECENT DATA

**By Ivor Morgan, Chippenham Technical College**

The economic cartogography of British society has been brought into blurred focus by the publication of the first three reports of the Royal Commission on the Distribution of Income and Wealth. (1) Since August 1974 Lord Diamond's forty strong staff has been hacking its way through the thorny undergrowth of estate duty multipliers and Gini coefficients, and appraising the written and oral evidence presented by a long troop of interested parties and specialist witnesses. Despite numerous gaps in the existing statistical armoury, especially with regards to the distribution of wealth and certain fringe benefits, an identikit profile of the central contours of resource allocation has been tentatively mapped out.

The Commission's findings confirm the existence of spectacular inequalities in the spread of personal wealth. (2) In 1973 around 30,000 people owned wealth holdings of £200,000 or more, and all members of the Richest 1% Club possessed wealth worth at least £44,000. Inheritance continued to play a critical role in maintaining the concentration of traditional fortunes, and much 'redistribution' took place *within* the wealthiest ten per cent of the population. Nevertheless a shift in the recent past away from more narrowly held assets such as land and company shares towards more 'popular' assets such as life policies is seen by the Commission as indicative of an essentially egalitarian trend in wealth distribution. Thus statistics on estate duty returns pinpoint the following erosion in the resource share of those tax units at the apex of the economic structure.

Table 1
Trends in the Distribution of Personal Wealth up to 1960 (3) (Percentage shares of personal wealth owned by groups of the population aged 25 and over).

| Share owned by: | Top 1% | Top 5% | Top 10% |
|---|---|---|---|
| 1911-13 | 69 | 87 | 92 |
| 1924-30 | 62 | 84 | 91 |
| 1936-38 | 56 | 79 | 88 |
| 1954 | 43 | 71 | 79 |
| 1960 | 42 | 75 | 83 |

This distribution profile itself acquires a far less skewed symmetry if two major adjustments are made. Estate duty statistics assume that the half of the population which is exempt from duty has literally no wealth at all. To compensate for this imbalance the Commission allocates an average wealth holding of nearly £700 per head to the excluded population. This produces the following adjustments in the shares of personal wealth for 1972.

Table 2
Adjusted and Unadjusted Distributions of Personal Wealth (4) (Percentage shares of personal wealth owned by groups of the population aged 18 and over in 1972).

| Share owned by: | Assuming that persons not covered in Inland Revenue estimates have no wealth. | With wealth holding adjusted. |
|---|---|---|
| | % | % |
| Top 1 per cent | 29.9 | 28.1 |
| Top 5 per cent | 56.3 | 53.9 |
| Top 10 per cent | 71.9 | 67.3 |
| Top 20 per cent | 89.2 | 82.4 |
| Bottom 80 per cent | 10.8 | 17.6 |

Furthermore if the definition of what constitutes 'wealth' is extended to include not only marketable assets but other resources such as occupational and State pension rights, the shape of the economic pyramid is radically compressed.

Table 3
Distribution of Personal Wealth Including State Pension Rights (5) (Percentage shares of personal wealth owned by groups of the population aged 18 and over. Occupational pension rights are included in both columns).

| Share owned by: | Excluding State pension rights | Including State pension rights |
|---|---|---|
| | % | % |
| Top 1 per cent | 25.6 | 17.4 |
| Top 5 per cent | 50.1 | 34.9 |
| Top 10 per cent | 63.9 | 45.7 |
| Top 20 per cent | 80.8 | 59.3 |
| Bottom 80 per cent | 19.2 | 40.7 |

Even on this final estimate, of course, the existence of deeply entrenched inequalities is unmistakeable: the super rich are still with us. The total wealth holdings of four-fifths of the population fails to match the share of the richest ten per cent. Or as was put more vividly by A.B. Atkinson: "In 1969, 19 people died leaving estates of over £1 million, an amount it would have taken the average manual worker a thousand years to earn." (6)

The distribution of wealth is in fact much more unequal than the distribution of before-tax incomes. "The top 92 managing directors in Britain today probably earn an average of £60,000, which is some 40 times the savings of an average worker; but the top 92 wealth holders own over 1,000 times the wealth of the average man." (7) Nevertheless — as Jan Pen drives home in his famous parade of the dwarfs and the giants — disparaties in income distribution still seem dramatic enough. (8) In this imaginary spectacular everyone's size is made proportionate to his income, and tne average income recipient is given the average height. As this procession passes by pensioners would be seen to stand at a mere three feet in height, followed by unskilled manual workers at around four feet. Headmasters reach six and a half feet, and Permanet Secretaries thirty nine feet. Near the finale pop star plutocrats such as Tom Jones would loom by at nearly a mile high — almost up to the knees of the late John Paul Getty. These heights represent pre-tax earnings, but even after the impact of taxation the parade would still draw in the crowds. In 1972-73, for instance, the effect of post-tax re-distribution was simply to prune the share of the top ten per cent from 26.9% to 23.6%, and extend the share of the bottom fifth of the population by one per cent.

Table 4
Distribution of Personal Income Before and After Tax (9) (Percentage shares of total personal income in 1972/73)

| | Share of total income | |
|---|---|---|
| Share owned by: | Before tax | After tax |
| | % | % |
| Top 1 per cent | 6.4 | 4.4 |
| 2- 5 per cent | 10.8 | 9.8 |
| 6-10 per cent | 9.7 | 9.4 |
| 11-20 per cent | 15.8 | 15.8 |
| 21-80 per cent | 51.8 | 53.9 |
| 81-100 per cent | 5.8 | 6.8 |

In terms of trends in income distribution there was a considerable momentum towards the narrowing of inequalities between 1938 and 1949, but over subsequent decades this began to subside. State intervention increasingly appeared to reflect the politics of piecemeal engineering rather than any sweeping re-drawing of economic boundaries.

Table 5
Trends in the Distribution of Personal Income (10) (Percentage shares of total personal income, after income tax).

| Share owned by | 1949 | 1959 | 1964 | 1967 | 1972-3 |
|---|---|---|---|---|---|
| | % | % | % | % | % |
| Top 1 per cent | 6.4 | 5.3 | 5.3 | 4.9 | 4.4 |
| 2- 5 per cent | 11.3 | 10.5 | 10.7 | 9.9 | 9.8 |
| 6-10 per cent | 9.4 | 9.4 | 9.9 | 9.5 | 9.4 |
| 11-20 per cent | 14.5 | 15.7 | 16.1 | 15.2 | 15.8 |
| 21-50 per cent | 31.9 | 34.0 | 32.8 | 33.7 | 33.9 |

The Commission's Report No.2 specifically examines the distribution of income from companies. This sector is dominated by three (overlapping) groups: personal shareholders (2.1 million), and life assurance savers (14 million). The trend away from individual share ownership towards shareholding in pension and life assurance institutions has acted to spread the dispersal of dividend incomes. Moreover much of the Commission's analysis centres on the period 1963-1973 during which the value of dividends as a whole fell by some twenty per cent in real terms. Nevertheless this image of the gradual tapering of economic extremes has to be grounded in its starkly inegalitarian context. 91.3% of income yielding securities are owned by the top 9.6% of wealth holders. In 1973 half of dividend and fixed income recipients had incomes of less than £2,000, while those with incomes of £2,000 or more shared four-fifths of the gross total paid out. This sharply defined 'two nationas' division within the shareholding sector is most striking when one looks at pensioners in receipt of dividends. In 1973 150,000 received an average pre-tax share income of £95, while 1,000 received an average of £17,667. As Westergaard and Resler emphasise the conception of Britain as a 'property owning democracy' is laughable so far as ownership of the means of production is concerned 'Some 93 per cent of all adults in 1970 held not even a single share or, for that matter, any government bond. Most of the 7 per cent or so who did had only small or modest holdings. A minority of 1 per cent owned about four-fifths of all capital of this kind in personal hands.' (11) Few of the succulent fruits of personal share ownership are to be seen in the lower branches of the 'earnings tree'.

The Commission's most recently published report focuses on 'Higher Incomes from Employment'. The diffuse area of self-employment incomes was omitted from consideration. In 1973-74 there were about 64,000 individuals in Britain with before-tax incomes of £10,000 a year or more. (12) This elite managerialist sector constitutes 0.3% of income recipients, and draws in 2.1% of all employment incomes. The economic storms of the past six years have inevitably sprung a few leaks in this luxury liner: salaries after tax (at constant prices) between July 1969 and July 1975 fell by 17 per cent at the £10,000 a year level, and 25 per cent at the £20,000 a year level. Of course increases in fringe benefits – payments in cash or in kind additional to salary which increase the command of individuals over economic resources – have partially compensated for this general contraction of differentials. In particular medical insurance and superannuation coverage for those in the higher salary brackets has been increased in recent years. Together with the private use of a company car, reduced-interest loans, life assurance, share options, subsidised lunches, and entertainment expenses, fringe benefits provide senior executives with access to a very distinctive form of life style.

In the 'functionalist' view of income structure it is vital that these inequalities persist. Differentials act as a mechanism for allocating scarce talent to the places where it is most needed. They compensate for the burdens of stress and responsibility, provide an incentive for mobility and acceptance of promotion and generally oil the wheels of economic efficiency. However the Commission's review of relevant research findings points to the familiar critical flaws in this model. Appendix J of the report systematically maps out survey data from 1951 on concerning the impact of educational inequality in affecting people's chances of reaching top jobs. Various witnesses pointed to the role of intrinsic work satisfaction and social prestige in providing motivating goals for managerial positions. Moreover wide income disparities could actually have a major de-motivating impact by generating a deep sense of social divisiveness. Indeed the Commission concluded that it was 'hard to justify on economic grounds' differentials for management which 'could lead to the salary of a managing director in a few large organisations being £70,000 a year or more (equivalent to twenty eight times the average (before tax) or ten times (after tax) ) . . .' (13). As to the view that high taxation of top salary earnings would produce a migratory exodus there was no evidence of any net increase in managerial emigration during the 'lean' years of 1964 and 1973.

Many writers will view the Commission's conclusions with scepticism. A sizeable degree of inequality simply reflects age differences within the population rather than the immutability of the social class structure. Certin demographic changes and various forms of 'tax planning' act to produce artificially 'egalitarian' trends. Various official transfer incomes (such as the £2,000 a year plus spent on inmates of H.M. Prisons) and unofficial transfers (through robbery and corruption) defy the quantitification skills of the most adept plotter of distribution curves. The Institute of Economic Affairs has stressed the shaky basis on which many of the most vital official statistics rest. 'Since virtually all our information about the distribution of wealth comes from the Estate Duty office, it rests on the assumption that data about the estates of dead people can be transformed, by statistical method, into a picture of a living society.' (14) The Institute goes on to argue that by disregarding such benefits in kind as local authority housing and state education the wealth share of the majority of the population is seriously underestimated. On the other hand Richard Titmuss emphatically rejected the mainstream assumption that equalising forces have in fact been dominant in Britain. 'Ancient inequalities have assumed new and more subtle forms; conventional categories are no longer adequate for the task of measuring them.' (15) For instance the increase of around 3½ million earning wives between 1938 and 1958 produced the 'statistical illusion' of greater equality. The deliberate dispersal of resources among family and kin members may have concealed a significant growth in inequality. (16) Titmuss concluded that much more precise information was required – including a census of all discretionary trusts, family settlements, and covenants, together with an investigation of the impact of 'tax planning' and fringe benefits – if the deeply-rooted factors making for inequality were to be accurately pinpointed.

Of course while more extensive and rigorous analysis will sharpen the definitional focus of the debate, the underlying political issues will necessarily remain intact. Every empirical outing ends back on familiar ethical terrain. The Right despise equality, but claim we already have it; the Left seek it, but seldom capture it. There is no bed-rock of statistical objectivity which can resolve these conflicting perspectives. 'Here, to be sure, ultimate

*Weltanschauungen* clash, world views among which in the end one has to make a choice.' (17)

**REFERENCES**

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2. In absolute terms personal wealth in 1973 was estimated by the Inland Revenue at £163,900 million — an average holding of about £4,000 per head of the adult population. On the Commission's adjusted figures personal wealth in 1972 was valued at £173,900 million, (as against the Inland Revenue estimate of £138,400 million). The breakdown of the asset composition of this wealth in 1973 shows it to be concentrated in dwellings (38.2%), company securities (16.9%), life assurance policies (14.3%), building society deposits (7.2%), cash and bank deposits (6.6%), land (4.3%), National Savings (4.3%) and household goods (4.3%).
3. From Table 41, Report No.1, p.97.
4. From Table 56, Report No.1, p.125.
5. From Table 39, Report No.2, p.92.
6. A.B. Atkinson, *Unequal Shares*, Allen Lane, The Penguin Press, London, 1972, p.xv).
7. ibid., p.18.
8. Jan Pen, *Income Distribution*, Pelican, Harmondsworth, 1974. Pen points out that wages and salaries amount to around 70% of the national income, interest and rents less than 10%, and profits about 20%. He concludes that 'The top 1% of the people — that is, the well-to-do, the rich, and the very rich — own, in most countries, about 30% of total personal wealth.' (p.10).
9. Report No.1, p.135. This distinction between primary income distribution (generated in production) and secondary income distribution (which occurs after government has made transfer payments in the form of pensions, supplementary benefits and the like) is a critical one. According to J.L. Nicholson the net result of all taxes and benefits between 1961 and 1971 was to 'largely offset' an increase in the inequality of original incomes. (In Doroty Wedderburn, editor, *Poverty, Inequality and Class Structure*, Cambridge University Press, 1974, p.81).
10. From Table 59, Report No.1, p.138.
11. John Westergaard and Henrietta Resler, *Class in a Capitalist Society*, Heinemann, London, 1975, p.117.
12. Calculations are based on 1974-75 prices. Incomes include the value of fringe benefits to the extent that they are taxable. In 1973–74 there were some 214,000 married couples or single persons with before tax incomes from *all* sources (such as employment, self-employment, pensions, property, and investments) of £10,000 a year or more.
13. Report No.3, p.133.
14. George Polanyi and John B. Wood, *How Much Inequality?*, Institute of Economic Affairs, London, 1974, p.13.
15. Richard M. Titmuss, *Income Distribution and Social Change*, George Allen and Unwin, London, 1962, p.192.
16. 'Relevant estimates point to a fairly continuous increase — throughout this century, and carrying on steadily during the 1960s — in avoidance of death duties through 'gifts *inter vivos*'. Westergaard and Resler, op.cit., p.113.
17. Max Weber, 'Politics as a Vocation', in H.H. Gerth and C. Wright Mills, editors, From Max Weber: Essays In Sociology, Routledge and Kegan Paul, London, 1948, p.117.

## A CONCEPT LEARNING APPROACH TO THE TEACHING OF SOCIAL STUDIES

**By Rex Gibson, Cambridge Institute of Education.**

Practical experience also shows that direct teaching of concepts is impossible and fruitless. A teacher who tries to do this usually accomplishes nothing but empty verbalism, a parrot-like repetition of words by the child, simulating a knowledge of the corresponding concepts but actually covering up a vacuum". Vygotsky, L.S. (1962) *Thought and Language,* M.I.T. Press (ed: Hoffman, E. and Vakar, G.).

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Clearly, Vygotsky would not think too much of a method of teaching social studies labelled "A Concept Learning Approach . . .". We are well advised to share his scepticism for the very label: "A Concept Learning Approach . . ." promises too much. The phrase appears to hold out the prospect of an instant, easy solution to learning problems. It sounds new. It has a vital, snappy, immediate ring about it. It is in danger of becoming yet another educational fashion; another band-wagon which rolls briefly and disastrously for pupils and teachers alike.

Further, it seems to condemn what has gone before; to assert that other "approaches" have little or no value. It sounds as if it is quite distinct from other approaches. It promises a glimpse of that chimera which bedevils education: a spotless purity; something not sullied by past experience, by past failure. It stands apart. It sound neat, tidy, clear, efficient, foolproof. It offers a view of Utopia.

Now it must be stated that a concept learning approach is not like this. It stands rather for a set of principles and a method which many teachers already, intuitively or consciously, incorporate, in part, in their teaching. In some ways it might appear *both* threateningly new-fangled, *and* dangerously old fashioned. For it contains elements from those polarised traditions of English education which become labelled "traditional" and "progressive". In fact, it draws upon certain valuable characteristics of those stereotypes. But it should be stressed that the approach is an *emphasis* — not a set of exact prescriptions.

One of the major problems for teachers today is that of introducing greater conceptual and analytical rigour in social studies teaching. A prior problem is that of deciding *what* should be taught, and that turns on David Bridges' question: "How do we decide what is crucial to an understanding of society and what it less so?" (1)

David Bridges suggests three possible approaches to that question: one based on a view of the structure of knowledge (where the type of enquiry — historical, anthropological; economic etc. — will suggest different answers); one based on what a society *is* (the rules, conventions, key concepts — e.g. dharma, compassion — under which people see themselves as acting; an approach which appears to call for philosophical rather than empirical enquiry); and thirdly, one based on key concepts (for example, identifying the "constants and variables" in human behaviour: certain "uniting concepts" — birth and death, masculinity and femininity — which are fundamental and universal).

Now put in that way, what seems to be at issue is the organisation of knowledge, and it is safe to assert we have no real evidence that one approach is more effective than another in understanding — or in developing understanding. Further, one suspects that the second and third derive from the first. In *practice,* they will involve each other. All, it seems, imply that concepts employed in understanding society depends on what sort of question is being asked: the nature of the problem will evoke the nature of the concepts relevant to its understanding.

What is implied in a "concept learning approach" in schools? It means that the teacher first identifies certain "key" concepts; that he then decides the sequence in which they may be taught; he then provides and variety of experiences for pupils to discuss, observe, collect and analyse data, make judgements etc. (no "pack" or "text" is necessary as the teacher's judgement is central); he then evaluates the pupils' learning.

Such a procedure seems simple: it is deceptively so. But it means that the teacher consciously draws attention to particular concept — rather than others. These concepts are used as topics to understand what is going on. It further involves observation and attention to detail of what is going on (or what is written); and necessitates hypothesis construction and testing. It stresses that data are open to interpretation through discussion and that disagreement is possible.

This is perhaps the point where we could look rather more closely at some of the things the philosophers and psychologists have said on the topic of concept learning. There is the problem of the definition of what *is* a concept. It is easy to make lists of concepts; it is not so easy to say what a concept is. The literature yields such definitions as:

> "a kind of unit in terms of which one thinks; a unit smaller than a judgement proposition or theory, but one which necessarily enters into these"

> ". . . the relationship between the constituents or parts of a process"

> ". . . a generalised and abstract symbol . . . the sum total of our knowledge of a particular class of objects . . . in short, . . . a condensation of experience"

> ". . . essentially high level abstractions expressed in verbal cues and labels"

> ". . . a general idea, usually expressed by a word, which represents a class or group of things or actions having certain characteristics in common"

> ". . . is something about an idea expressed in the words of our language"

It is suggested however that basically a concept suggests criteria by which to identify a category. Thus concepts may be thought of as a category of experience having:

a) a rule which defines the relevant category
b) a set of positive instances or examples with attributes
c) a name

Now when we consider that we count as concepts such things as "chair", "communism", "social class" it would seem that the search for *a* concept is fruitless. Concepts can be simple or complex; they are hierarchical in structure, depending on other concepts.

Further, it must be remembered that it is a mistake to regard *words* as concepts. The verbal response is merely a label for the internal cognitive system (which from the psychological standpoint is actually the concept). And further, we must not make the mistake of regarding the concept as the thing itself. We can never really experience "the thing" except through our concepts.

So what we know about concepts is that they do not stand neatly, isolated from each other; but rather that they relate together in a complex way, and that they include and imply others. We can only define words by other words. The word stands for — indeed, in a sense, is, the concept, but of course, as the philosophers remind us, can never be the thing itself. That is, X is never the same as the concept of X. Concepts are invaluable, but they are also tricky, elusive, illusive things. They help us, but they can simultaneously open the doors to misunderstandings, misperceptions. A concept stands for a reality, but it is not that reality. "Horse" is not horse; and, more abstractly and more interesting "authority" is not authority. Concepts can refer to things which exist, but we can also have concepts of things which do not exist. Children have concepts of unicorns and hippocrumps, they develop a concept of nothing — but it is impossible to show the reality of nothing. To explain the concept of nothing we must employ words, other concepts, to get some grasp of what is meant.

Thus, defining what a concept is gives great difficulty: it tends to be used in everyday speech interchangeably with "ideas", "generalisation", "topic", "structure", "label" etc. But in spite of its fuzziness, the use of the term "concept" should not be despised for it points us directly to thinking, to abstractions, to capacity to analyse, synthesise, judge etc. If we gave up using words because of their difficulty of definition we would not have much left to say to each other (the exercise of "defining terms" is valuable, but can lead to a sterile game of word-swapping). What is stressed however is that abstractions are central to education — that the development of understanding is governed by the nature of the concepts we possess. And given that assumption, education is therefore about abstraction, about theory; and a division between theory and practice is artificial and misleading.

Reflecting on the work of the psychologists, one is struck by the amount of information we have on concept acquisition by pre-school and primary school children — particularly in the areas of mathematics and science. But there is far less evidence which teachers can draw upon which relates to concept acquisition in social studies. The sort of things we would like to know from psychologists are how children develop the more complex concepts; the sequencing of such learning; and some of the conditions which aid conceptual development. This is not to say psychologists have not contributed a wealth of evidence of these questions but it is to say that such evidence is generally concerned with young children and relatively simple (albeit fundamental) intellectual accomplishments.

The work of psychologists on learning illustrates the complexity of the task. For example, Gagne has postulated a hierarchical sequence of learning conditions (and a concept learning approach involves crucially the first three names).

1. Problem solving
2. Principle learning
3. Concept learning
4. Multiple discrimination
5. Verbal associations and chaining
6. Stimulus — response connections
7. Signal learning

(each requires as prerequisite the one below)

The point that is being made here is that concept learning in the middle and secondary school must go beyond merely recognising certain criteria which enables things to be put into a class. It implies those activities which Dewey called "reflective thinking" — involving categorising, organising, relating observations into an overall pattern, inferring, verifying.

When we look at the nature of concepts actually selected by social scientists and curriculum developers, other difficulties are illustrated. Taba selects: cultural change; co-operation; interdependence; causality; differences. For MACOS, Bruner has certain "conceptual themes": Life Cycle; Adaptation; Learning; Aggression; Organisation of groups; Technology; Communication and Language; World view; Values. A British pack on Conflict selects: co-operation; competition; conflict; social costs. Every school or examination syllabus contains its own selection. The task for teachers is to decide *which* concepts are crucial. A further task albeit a huge one which needs concentrated co-operative effort is how such concepts might "fit" (sequentially and experientially) to form a whole social studies curriculum.

**The characteristics of a concept learning approach**

First, it assumes that we understand what goes on around us by employing concepts. That is pretty unexceptionable. But the approach assumes that there *are* certain "key" concepts which are more powerful than others in developing understanding. And this assumption is highly debateable.

The concept of "role" for example is currently much under criticism by some sociologists.

Second, the approach, in its claim for the existence and value of "key" concepts, would appear to place much emphasis on the responsibility of the teacher – because it is he who is selecting and directing the attention of pupils towards those concepts. It appears to be a teacher-centred approach. It puts at risk the notion of the child-chosen curriculum; the freedom of the pupil; the non-ethnocentric approach in social studies; it does not ask for a teacher as neutral chairman. These risks must be acknowledged but there are safeguards which carry some guarantee of freedom for pupil and teacher. "Teacher-centred" is an over-simplification of what is implied in a concept learning approach. Its essence is in the activity, in the interchange of ideas which characterise the dynamics of the classroom. This complex interaction is not caught by such expressions as "teacher centred" or "pupil centred".

Third, the approach goes some way towards resolving the long – and sterile – debate between social *science* versus social *studies*. There is a genuine, if trivial, polarisation of these positions. The claim made for a concept learning approach is that it avoids the arid, formula-ridden, mechanical approach of the most passionate "scientists", and at the other extreme, the woolliheaded sentimentality of those who see social studies as therapy. It can import a genuine, not spurious, rigour into the study of society, for it is characterised by a concern for evidence: for close observation, analysis, and for "experiment" that does not trivialise the word. It is further characterised by a concern for discussion, for reflection, for judgement based on evidence, *and* for a place for intuition. It reflects those traditional characteristics of "scholarship":- criticism and scepticism and a willingness to submit one's ideas to the scrutiny and appraisal of others, and the readiness to modify those ideas in the light of such evidence.

Fourth, the approach acknowledges that the major feature of society and of human understanding is complexity. When it talks of understanding it acknowledges both the partialness and provisionality of that understanding. The approach is tentative, experimental, relaxed yet rigorous, direct and indirect at once, difficult to evaluate, modest, partial, limited. It must take account of both objectivity and subjectivity: central to an understanding of man in society.

So what is being argued here is that although a concept learning approach might tend to select "single" concepts, it acknowledges that life is not as simple as that. It recognises the fact that one concept will lead on to others, will utilise others in explanations, will have connections with a whole range of concepts whose inter-relationship may be mapped with varying degrees of precision, but, more likely, may hang together in a less clear way than do those of (say) mathematics.

The fifth characteristic of the approach is that it is based on experience and it employs the material to hand in the environment. At the same time it does not neglect secondhand sources, and it does not insult the pupil by assuming that all they are interested in – or can only be interested in – are those experiences which are provided by his immediate surroundings. Activity in all its senses is a crucial element of the method – in the sense of actually going out of school and looking and doing; and in the sense of group discussion, out of group activity. But activity also implies individual activity of reading and thinking, writing and illustrating; activity which can only be done by the individual pupil on his own. Whilst the approach recognises the tension which exists between group experience and individual learning, it accepts their interdependence rather than their polarity. Thus, discussion is a crucial activity, and the discussion may arise from first or secondhand experience – if reading can be called a secondhand experience. Both are essential and the context will determine the balance.

What this approach suggests is that structured experiences are vital – in the sense of the teacher planning a course, ensuring that the pupils do have certain experiences, making sure that certain things are discussed, certain terms learnt. However "packs" of material, or textbooks are optional. These can be used as resources, but the teacher does not have to rely on a single source or project. There is of course much value in most published educational material – but there is also much "free" material easily to hand that the teacher can utilise (press, television, the local area – watching, listening, talking).

Finally then, in note form, a few dangers, safeguards, problems, and procedures of the approach. These among others, include:

**Dangers**

1. Taking the name or label to be the concept.
2. Inflexibility: when teacher feels he must get through a list of concepts.
3. Mechanicalness: when the teacher ignores relationships between concepts in his concern to treat the concepts one at a time.
4. Selection: who selects? how?
5. Trivialisation: comparable to M. Jourdain: "I have been speaking prose all my life and never knew it!"
6. Assuming pupils do not possess concepts already.

**Safeguards**

1. The professionalism and common sense of teachers.
2. The availability of other sources of information.
3. The common sense and judgement of pupils: their ability to select/act/value what is presented.

The approach acknowledges both the variety and the long-term nature of learning. In its recognition of partialness and provisionality it acknowledges that school is only one agent in learning and that learning is lifelong. The school is concerned to formalise certain understandings, to offer conceptual tools which can carry the pupil through into adult life, which will stand out against prejudice and ignorance and which will enable the pupil to assess rationally the claims and assaults which are made on his feelings as person, consumer, voter, citizen.

**Problems**

1. What *are* the concepts which help us to understand society?
2. How do we choose those we should teach?
3. How do we set about teaching them? (Induction/deduction. Importance of experience).
4. How do we assess pupils' learning?
5. How do we know the approach "works"?
6. Can a social studies curriculum be constructed from a concept learning approach?

**Procedures:** what the teacher does.

1. Identify "key concepts".
2. Select concept(s) and sequence.
3. Afford variety of experiences for pupils to observe/discuss/analyse/judge (Teacher selects from all material available to him – no "pack" or "text").
4. Evaluate learning (process/product).

Two quotations show the potential and limitations of this approach:

"There is substantial evidence to the effect that each subject field has its own distinctive structure, in the sense of involving a distinct set of concepts, a distinct way of asking questions about the world, requiring different levels of precision and distinct approaches to solving problems" (Hilda Taba)

"Little empirical or even logical evidence has been adduced to indicate . . . that curricular materials labelled as "concept oriented" do in fact produce the outcome specified" (Martorella, P.H. (1971) *Concept Learning in the Social Studies,* Intext).

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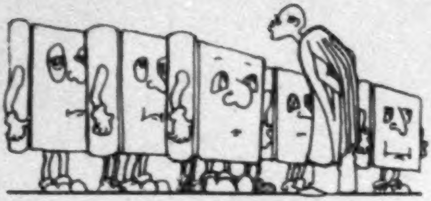

# REVIEWS

**Reviews Editor: Helen Reynolds**

## EYEWITNESS: WHOSE POINT OF VIEW?

**A filmstrip in colour with a cassette taped soundtrack and additional tape recorded material. Supplied by Educational Audio-Visual (E.A.V.) at £6.25.**

The audio-visual material concerns itself with an incident occurring in Londonderry, Northern Ireland, in January 1972, commonly known as "Bloody Sunday". It was on this date that a Civil Rights march, held by the Catholics, ended in disaster, with 13 civilians shot dead and another 13 seriously wounded from bullets fired (allegedly in self-defence) by the British Army.

However, controversy still exists as to what actually did happen on that day, since it is by no means clear who was to blame for the tragedy. Eyewitness accounts of the incident show wide discrepancies, while official reports (i.e. the Widgery and Dash reports) have failed to reach agreement on the sequence of events.

The colour filmstrip with soundtrack provides the historical background to the conflict in Ulster, and gives a factual account of the events of Bloody Sunday, on which there is general consensus. The additional audio section then proceeds to quote some of the conflicting statements made by eyewitnesses to the event and to narrate the differing conclusions drawn by the Widgery Tribunal and the National Council for Civil Liberties. The tape ends with a folksong by Harvey Andrews on the tragedy of Ulster.

The material is suitable for 16 plus age-range. (Particularly useful for work in Sixth Forms or Colleges of Further Education.)

Although the material could provide an excellent starting point for the study of conflict in Ulster, this is not its prime function. On the contrary, the producers hope that the material will provoke discussion about whether it is possible to establish 'the objective truth' about a controversial situation, such as Bloody Sunday, where people hold deeply partisan views. In other words, it is hoped that the material will lead to the awareness that an 'accurate' account of such events is impeded by certain human limitations of a physical and psychological nature.

More specifically, the material intended to produce a 'healthy scepticism' in adolescents, so that they no longer blindly accept what they are told or read in text-books or newspapers, but develop the critical awareness to distinguish between fact and opinion.

The filmstrip with soundtrack provides a clear and concise summary of the historical events leading up to Bloody Sunday. The compilation of maps, diagrams and photographs, combined with good sound effects and narrative, help to produce a high standard of material that is both effective and stimulating. Moreover, the audio section admirably demonstrates how bias and prejudice can distory one's perception of a controversial event. Since the material is divided into two sections, there is a convenient break for questions and preliminary discussion of the main themes.

However, there are just one or two minor criticisms to be made of the latter section. To begin with the supposedly Irish accents leave much to be desired. In addition, the last part of the section, describing the differing conclusions of the Widgery and Dash reports tends to be somewhat lengthy and overdrawn. Nevertheless, Harvey Andrew's song about Ulster provides an excellent, thought-provoking finale to the section.

A comprehensive set of teachers' notes is available with the material. As well as providing the text of the narration, they clearly stipulate the purpose and potential uses of the sound filmstrip. The notes particularly stress that students should be encouraged to attack the material. since it, too, is subject to the biases and prejudices of the producers. There are some useful suggestions about topics for further research, and attention is drawn to certain concepts, that could become the focus of misunderstanding, without adequate explanation.

"Eyewitness: Whose Point of View?" is a highly useful and stimulating teaching aid. It will be of great value to students, who are involved in learning certain aspects of Social Psychology; providing, in particular, an excellent introduction to the study of perception. In addition, the material could be effectively used in General Studies courses, to provoke discussion on the problems of Ulster. Indeed, it could provide the basis for much enterprising work with students, and would be a useful addition to the resources centre of any Secondary School or F.E. College.

Bobbie Davey.

# RESOURCE EXCHANGE

**Organised by Roger Gomm**

The idea behind this scheme is that any useful teaching material — handouts, stimulus material, games, etc. produced by a social science teacher anywhere in the country should become swiftly available to his/her colleagues in other schools and colleges. This is an ideal! We hope we shall eventually include in the scheme several hundreds of items, and that these will constantly be added to and revised.

Perhaps it would be as well to say what the scheme is not. It is not intended that the items included shall be finished works of art: though we shall attempt to maintain a certain minimum standard. Nor is it intended that the scheme will provide 'ready-made' lessons, or 'model answers'. Nonetheless, we can all benefit by having a look at what other teachers consider an appropriate approach to a particular topic, theme, or concept. The success of the scheme depends entirely upon the response of ATSS members, for if you don't send in your materials for inclusion in the scheme — it won't even exist. We can't afford to pay you, so you'll get nothing but thanks. Though if you want to reserve copyright (perhaps you've toyed with the idea of having some work published in the future) just let us know. Basically what we want is for you to send in materials you have produced, together with a few lines of description. The items will be listed in subsequent issues of the Social Science Teacher, together with the description, and interested teachers can then write in for copies.

The response to the lists of items in recent issues has been very encouraging. Over one hundred members have written in for items, and about forty of them have either contributed items of their own or have promised to do so. We have now made arrangements for the Social Studies, Anthropology, and Environmental Studies aspects of the scheme, and we hope to include an increasing number of items in these fields. Arrangements are in hand to include items in the fields of psychology and economics.

Our thanks to everyone for orders and contributions. With so many letters to deal with there are some delays in both thanking people for material and in sending off orders, so please be patient with us. Some material is not being used because of unsuitable format, e.g. note form or too much copyright material included or overlaps with other banked items. Current gaps in the Sociology section include: education (strangely neglected,) and deviance, (in all lurid forms,) religion and the mass media.

So far, all items included in the scheme have been duplicated handouts. We hope to widen the scheme in the near future to include a greater range of materials including slides and resource guides.

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## RESOURCES EXCHANGE LIST, DECEMBER, 1976

Please refer to the item number when ordering. We can only supply a single copy of each item.

Sometimes orders will be made up in different places by different people, so please don't worry if only half your order arrives at first. PLEASE MAKE CHEQUES OR POSTAL ORDERS PAYABLE TO A.T.S.S.

## ANTHROPOLOGY

The following were produced by James Urry for a *Mode III C.S.E.* course at St. Helier Boys' School, Jersey.

127. Man Domesticates.  
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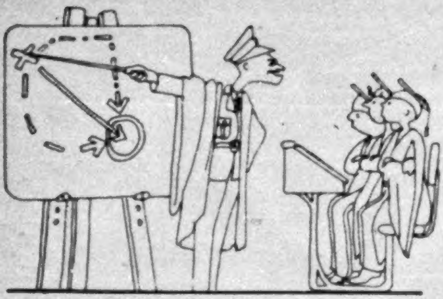

# BRIEFINGS

## ASSOCIATION FOR THE TEACHING OF SOCIAL SCIENCES

## No. 6 . 'ONCE UPON A TIME . . .' – FAIRY TALES AS A SOCIAL STUDIES RESOURCE

by

Hazel Sumner
formerly Senior Research Officer,
Schools Council Project:
'History, Geography and Social Science 8–13'

### Background Information

It is useful to distinguish between stories derived from oral tradition and stories of literary origin. Many of the latter are the work of Hans Andersen (1805–1875), though some of his stories (e.g. *The Tinder Box* and *The Princess and the Pea)* were based on traditional tales. The Grimm brothers were collectors, rather than inventors and it is through their work that fairy tales became widely popular in Britain in the 19th century. Hans Andersen's example set the scene for books like Charles Kingley's *Water Babies* and Lewis Carroll's *Alice in Wonderland.* These, together with, for example, *Robinson Crusoe* and *Gulliver's Travels* may be regarded as allegories of aspects of the social world. As such they have a potential for use in social studies. In this Briefing however, we will stock to fairy stories per se.

The term "fairy stories" dates from the 18th century, but several of the tales are of ancient origin. A story similar to *The Three Wishes* is contained in a Hindu collection dating from the 3rd century A.D. *Cinderella,* for example, is thought to be over 1,000 years old. *The Tinder Box* is a retelling of an old Scandinavian folk tale.

But more interesting than mere age perhaps, is the fact that variants of the stories have been popular in differing cultures. For example, there are strong similarities between *The Tinder Box* and *Aladdin and his Lamp,* a tale from *The Arabian Nights,* itself based on a Persian book of the 9th century. This Persian collection also contained *The Three Wishes.* These scraps of information are enough to suggest that the tales have a universal appeal. Why?

### Features of the Stories

"The established order is not stood on its head" (I. and P. Opie).

1. While persons of noble origin suffer downward social mobility, those of lowly origin rarely succeed in moving up the social scale.
2. Such changes in circumstances as intrinsically lowly characters experience as a result of tricks or wishes, nearly always come to grief.
3. As the tales unfold, characters become revealed as they *really* are. e.g. *Cinderella* is not a story of 'rags to riches' but of a princess being elevated to her rightful status.
4. Almost all the tales contain magical elements. Magic items – swords, keys etc. assist the heroes and heroines, but fairy god-mothers rarely, if ever use their magic powers to do other than *remove* the evil spells which prevent princes and the like from being recognised for what they really are.
5. These transformations occur when the character concerned accepts his lot, be it poverty, hardship, injustice or difficult and unpleasant tasks which must be faced. The emphasis is on acceptance and endurance.
6. The central character is nearly always young and in distress – orphaned, abandoned etc. Virtues which lead to new and better circumstances include, a willingness to take advice, kindly attitudes towards the weak and an ability not to be taken in by outward appearances.
7. Other stories, e.g. *Tom Thumb, Jack and the Beanstalk, Puss in Boots,* emphasise the value of courage and the advantage of being quick witted. Puss, however, is one of the few who get away with using cunning to ulterior ends.
8. The goals which are pursued by the stories' characters are those of beauty, riches, comfort and worldly success.
9. The action of the stories is set in no-mans-land, both historically and culturally, though the frequent references to early marriages, step-mothers, wells, woods and castles give us an idea of the social and economic conditions in which the tales originally became popular.

This lack of specificity is of educational advantage in that it enables pupils to examine the story line for its intrinsic messages without being troubled by the desire to have more details about the social context in which the events occur. The mind is freed to roam round the nuances of these events, which are clearly imaginary anyhow. Children tend to be preoccupied with the need to distinguish between fantasy and reality. Here they can rest assured that they are in a world of fantasy. Awful situations can be viewed at a safe distance. The reader has a 'licence to wonder''. (Opie).

**Some theories about the stories' appeal**

1. *They assist children's emotional and intellectual maturation.*
   cf. *The Uses of Enchantment.* Bruno Bettelheim (Thames and Hudson 1976), who believes that fairy stories help children to realise that even the most frightening chaos can be reduced to order. Thus, they are therapeutic, even though they contain horrific elements.

2a. *They are instruments of socialisation.*
   To be seen in this way, the stories have to be referred to the wider social contexts in which they have become modified and survive. The changes which have occurred in the stories, since they were first set down in English, can be found by comparing any contemporary book of fairy tales, with the texts in *The Classic Fairy Tales,* I. and P. Opie (OUP 1974). This book also contains information on previous versions. The Opies consider that there has usually ''been no motive for telling them other than for wonder and entertainment''. A glance at the general features of the fairy tales, popular in Western Europe for the last 2-300 years, gives cause to doubt this conclusion.

2b. *They are morality tales.*
   ''If you really read the fairy-tales, you will observe that one idea runs from one end of them to the other — the idea that peace and happiness can only exist on some condition. This idea, which is the core of ethics, is the core of the nursery tales''. (G.K. Chesterton).

3. *Like myths, they are explorations of fundamental questions about man's existence.*
   It is assumed the real message in the myth (or fairy tale) is not that made explicit in the story line. Levi-Strauss maintains that ''the unconscious activity of the mind'' imposes ''forms upon content'' and that structuralist analysis can reveal the nature of this activity. It requires a decoding so as to reveal fundamental elements and their relationships. The basic idea is that we think in terms of pairs, of opposed categories e.g. hot/cold, human/animal, man/woman. In myths and folk tales such pairs are sometimes 'collapsed' together so that we can examine fundamental categories of experience e.g. culture/nature in terms apparently far removed from our deepest concerns as human beings. Leach too, has investigated correspondences between categories. He has also suggested that 'in-between' categories are of particular interest because they often excite anxiety and taboo. All this is to get at what exactly, is being communicated via the medium of myths, proverbs etc. Fairy tales suggest themselves as being very susceptible to the same sort of analysis.

Refs: *Culture and Communication,* E. Leach (CUP 1976)
*Levi-Strauss,* E. Leach (Fontana 1970)

**Ideas for using fairy stories in the classroom**

*Presentation:* The most effective means for class or group presentation is probably the tape/slide sequence. This can be enhanced by the use of relevant music ranging from Danny Kaye's ''The King is in the altogether . . .'' for *The Emperor's New Clothes* to Tchaikovsky's ballet music for *Sleeping Beauty.* Sometimes the stories are available on records which include musical inserts.

**Aspects of Study:**

(i) The story line. Some stories can be used as a basis for the exploration of standard social scientific concepts and social processes.
   e.g.s *The Emperor's New Clothes* illustrates the effects of group pressures on the behaviour of individuals.
   *The Three Wishes* exemplifies a fundamental notion of economics, that of 'scarcity'.
   *Rumpelstiltskin* ''hinges on the belief of the interdependence of name and identity''. (Opie).
   *The Princess and the Pea* has relevance in connection with 'stratification' studies.

   For primary level pupils the story, perhaps followed by dramatisation, and teacher-fed discussion, is enough in itself to raise the level of awareness about social processes. Lower secondary school pupils benefit from other materials as well as the story. These help them to detach the concept(s) concerned from the particular context of the story. For example, *The Emperor's New Clothes* can be supported by
   a) classroom 'experiments' which display group pressures in action
   b) a contemporary/true story illustrating the same process
   c) attempts to analyse pupils' own experiences using ideas about group pressure.

   With older pupils the stories can be used as introductory material, or for light hearted follow up work.

(ii) *The social context of the story telling*
   The emphasis here is on *why* these stories are told to children. Discussion is probably most effective if it takes place in small groups. If each group is given a different story, the session can end with a useful comparative discussion on a class basis.
   a) In any case work should start with some sort of content analysis. An analysis chart can be used, perhaps along the lines set out below.

| Main Characters in the story | Situation |  | Characteristics | Motives | Magical assistance |
|---|---|---|---|---|---|
|  | at start of story | at end of story |  |  |  |
| A<br>B<br>C<br>etc. |  |  |  |  |  |

Pupils can then discuss such questions as:

"Do the goodies win out in the end?"

"What personal qualities are rewarded/punished?"

"How are the young expected to treat their elders?"

"How are those in authority expected to treat others?"

"Can a person expect to change his station in life?" etc. etc.

A means/ends analysis, based on Merton's approach to deviance, might well throw up useful ideas for discussion.

b) Pupils can examine the idea that the stories exemplify the passage of young people into adult status via some initiation test. They can start by asking "Why is the hero/heroine a young person?" Older pupils could see if their story adheres to the following sequence structure: A B C D $\bar{A}$ $\bar{B}$

where A means 'the hero is in a state of repudiation'
B means 'the social group to which the hero belongs rejects him'
C means 'the hero acts to overcome this rejection'
D means 'the hero receives assistance from magical powers'
$\bar{A}$ means 'the removal of rejection, including receiving gifts etc.'
$\bar{B}$ means 'the capturing of respect, including enhanced status'.

(This scheme is based on a study of Canadian Indian Folklore – see *Mythology* ed. P. Maranda (Penguin 1972) p.217/8).

c) Invent a fairy story.

d) Study of sex roles: Try reversing the role references in a fairy story thus –

**Gretel and Hansel**

(The children's parents decide to abandon them in the wood and the children overhear the plans.)

'Hansel wept bitterly and said to Gretel, "What will become of us?" "Be quiet, Hansel", said she; "do not cry. I will soon help you." And as soon as their parents had fallen asleep, she got up . . . and slipped out. (She picked up pebbles in order to lay a trail next day.) Going back she said to Hansel, "Be comforted, dear brother, and sleep in peace."

(Next morning they were given bread and sent out.) Hansel took the bread in his apron and Gretel's pocket was full of pebbles. (And so it goes on, with Hansel, in the original version, making all the decisions, taking all the initiatives and stopping frequently to support his weeping sister. When the situation requires her to act alone, however, Gretel is more than equal to the occasion!)

(iii) *The Structure of the story*

A useful reference for this is 'Transformation in Fairy Tales', Vladimir Propp, in *Mythology* ed. P. Maranda (Penguin 1972).

a) Some older pupils could cope with the archaic language of the original English versions of the tales, as collected by the Opies. These could be compared with contemporary texts, differences listed and explanations attempted.

b) 'A' level students might attempt a structuralist analysis along the lines briefly described by Leach in *Culture and Communication* Chap. 5.

c) *Application of insights*

In contemporary, industrialised societies, myths are manifested in different idioms from those in which they were expressed in the past. 'The triumph of the small but clever one over the clumsy giant may be narrated by an elder in a remote European hamlet in the form of a folk tale or it can be found on television and cinema screens, not to mention comic strips . . . Little does it matter whether Cinderella becomes a mysteriously seductive woman with the help of her godmother or that of a skin beautifying soap . . . variations in contents erode semantic grooves very little, for the functions that direct the flow of imagery are as deeply seated as our conceptual habits. Cinderella, salesgirls, devoted housewives, Jack (of the beanstalk), newspaper boys, tired executives – all feel, at the back of their minds, the nagging dream of the great adventure that culminates in long lasting and private blissfulness' – Maranda p.16-17.

Project: **Contemporary fairy tales.**

The Briefings Series is edited by Roland Meighan, School of Education, University of Birmingham Birmingham B15 2TT, England.

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